



**Five-Year Plan**

***To Meet Requirements and Standards  
Established for Local Recipients  
Federal Career Technical Education Funds Grant***

**Carl D. Perkins  
Career and Technical Education Act of 2006**

Wiregrass Georgia Technical College  
*Submitted April 19, 2010*  
Revised May 18, 2011

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## SECTION 1

### Requirement 1 – Integration of Academic and Technical Education

Each program at Wiregrass Georgia Technical College (WGTC) contains a substantial general education (academic) component that is appropriate to the purpose of the program it serves. This integrated structure is consistent with the mission of the college, which is to promote community, educational, and economic development by providing a highly trained workforce for South Central Georgia. The WGTC rationale for integration of academic and career technical education is consistent with basic requirements for success in the workplace as expressed by local employers, students, and program completers.

During the next five years, WGTC will strive to strengthen both technical and academic skills of program participants by integrating academic and technical instruction, securing equipment and physical resources consistent with industry standards, and providing relevant in-service training opportunities for program faculty and administrative staff. Career and technical degree programs will include courses in literature, speech, psychology, mathematics, natural sciences, and economics. The academic component of diploma programs will consist of communication, mathematics, psychology, and computer information systems. Instructors in all credit programs will take advantage of opportunities to utilize resources in the library and computer labs to emphasize work-related problem-solving techniques using practical applications of academic competencies from the core curriculum as they relate to career education.

#### A. Core and Academic Subjects

Based on a statewide standardized curriculum established by the Georgia State Board of Technical and Adult Education (SBTAE), the design and format of all technical programs at the degree and diploma level offered by Wiregrass Georgia Technical College will ensure integration of academic and career technical education competencies required for success in that particular field. The academic component of each degree program offered by the college will consist of at least 15 semester credit hours of coursework in three broad academic areas. Each diploma program will require a minimum basic core of 7 semester credit hours in academic courses designed to cover math, language, human relations, and basic computer skills necessary for successful employment in the workplace. Faculty and administrative staff will update articulation agreements, competencies, and instruction so that WGTC students who successfully complete degree-level academic courses will be able transfer this credit to other colleges and universities.

Academic competencies are incorporated into Technical Certificate programs through class work and lab assignments where students must demonstrate these competencies. The basis for development of the curriculum and integration of general education courses for diploma, degree, and technical certificate programs is a business and industry need for individuals educated and trained for specific knowledge and skills appropriate for higher education. Within all program areas, the academic competencies are demonstrated through several of the program courses. For example, lab assignments, research reports, and projects, require students to utilize communication, reading, mathematics, and critical thinking skills. A more specific illustration is easily seen as a student calculates the carbon equivalency of metal to determine the types of materials and equipment needed to perform a successful weld. This one formula incorporates percentages, addition, and division as well as knowing the atomic table symbols of different metals that make up alloys.

Students who do not initially meet minimum admission scores in math, English, and reading may obtain tutorial assistance in the Academic Support Center. Students unable to meet minimum admission scores can be admitted on a provisional basis. Provisional students will take special coursework along with program courses in some cases to strengthen their general education skills. After overcoming skills deficits, students in these courses are eligible for admission into degree/diploma/certificate programs on a regular or provisional basis.

#### B. Career and Technical Education Subjects

Plans are underway to develop and implement new technical programs of study in culinary arts, information systems, nursing, and physical therapy. Program faculty members will evaluate learning outcomes and industry recommendations for occupational programs on an annual basis. Statewide faculty consortium groups will review the curriculum, both general education and technical courses, for all programs on a three-year review cycle. Recommendations for change will be channeled through the WGTC administration and the Instructional Faculty

Consortium Committee (IFCC) Review Process. The college will provide opportunities and incentives for program faculty to spend time in the business and industrial setting, work with technical professionals, and attend conferences in order to expand and improve their knowledge of current technology.

Each program area has an advisory committee that meets twice annually and reviews program structure and content to provide input that keeps the curriculum up to date and relevant to current business and industry needs. This advisory committee is composed of area business and industry representatives related to program areas.

Integration of academic and occupational competencies within programs will enhance quality in the job training process, and the college will require additional resources allocated to achievement of these objectives. Perkins funding of salaries for four faculty members with knowledge and skills in both educational and job-related performance evaluation will support this endeavor. To provide leadership in an effort to integrate academic skills and occupational competencies, Perkins funds will provide opportunities for academic faculty members and directors to attend conferences for training in critical thinking, organizing instruction in vocational subject areas around academic competencies, and developing, implementing, and evaluating a comprehensive general education rationale for the college.

### **Requirement 2 – Program of Study Linking Secondary and Postsecondary Levels**

WGTC and its secondary education partners have implemented a new technical certificate—General Construction Assistant. Several local high schools have either implemented or are in the implementation phase of adding the Architecture, Construction, Communication, and Transportation career pathway. This TCC will be included in that career pathway. The General Construction Assistant TCC consists of five courses that can be completed in three semesters at the secondary level. Currently, three of the high schools in the WGTC service area have added this TCC to its fall semester course offerings. This TCC provides students with an understanding of basic skills needed to perform as an assistant to construction specialists in the skills of carpentry, masonry, plumbing, and electrical wiring. Two of the courses—Industrial Maintenance Safety Procedures and Residential Wiring—will establish the student’s path for advancement in the Electrical Construction and Maintenance diploma and the Industrial Systems Technology diploma. Therefore, students can enter the work force immediately upon finishing the TCC, or they can further their education to earn a diploma. WGTC has a job placement specialist that works closely with instructors to help find graduates employment upon completion of the program.

WGTC has been committed to developing linkages between secondary, postsecondary, and the world of work. Ongoing activities include articulation agreements to include courses in a greater variety of careers. The college will continue to establish opportunities for program shadowing by high school students in areas that correspond to career plans. The college will participate with local high schools to develop new programs centered on the Georgia Peach State Pathways, an umbrella initiative that incorporates and aligns all the necessary educational and training components with the [Governor’s Strategic Industries](#).

These new programs will focus on dual enrollment training for employable job skills that high school students can learn by high school graduation. Completed credit from these programs can be transferred after graduation into additional programs at the college to continue education in similar, more advanced programs. A menu of dual enrollment offerings will be developed in a variety of employment areas, including technology, trade, allied health, and service industry areas. Development of these programs will involve creating and distributing detailed educational materials to students and parents outlining secondary and post secondary components and highlighting early enrollment options. The college has developed a memorandum of understanding with area high schools for a five-year plan of program offerings to solidify a continuing partnership. The formal plan has identified programs and/or courses to be offered, responsibilities, and resources needed.

Local funds are being used to continue employment of a High School Coordinator on the northern campus of the college and Perkins funds are being used to continue employment of a High School Coordinator on the southern campus of the college to meet this requirement.

### **Requirement 3 – Understanding all Aspects of an Industry**

Wiregrass Georgia Technical College provides many opportunities for students to gain experiential understanding of all aspects of business and industrial organizations in their chosen field, including work ethics instruction, on-campus laboratories, live work opportunities, off-campus internships, field trips, and clinical training. As we strive to provide quality training for all students, the college will continue to include modes of instruction and learning resources that simulate the work environment and prepare students for entry-level positions and advancement in high-demand occupations. Funds provided by the Perkins allocation will be used to pay the salaries of competent faculty members for career and technical education programs. To provide relevant training, Perkins funds will allow the college to purchase library materials and other learning resources that are consistent with innovations in business and industry.

Work ethics instruction, designed to foster positive work habits, is integrated into the standard curriculum and required in all credit courses. According to prospective employers in the service area, quality technical training should include understanding and internalization of work ethics traits such as attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation, and respect. Standardized work ethics modules, developed by employers and technical educators throughout the state, reflect current trends and occupational requirements.

On-campus laboratories will be equipped with current, state-of the art computer systems and technological equipment, selected and purchased on the basis of recommendations provided by area employers and program advisory committees. Instructors will also participate in industry visits and in-service training to secure input for decision-making regarding equipment purchases and application-related training.

Several programs will provide experiential training with live work projects, where students are involved with off-campus customers who bring jobs to the campus, request products or services, and evaluate the quality of work from the customer's prospective. These programs include Printing and Graphics Technology, Cosmetology, Automotive Technology, Air Conditioning Technology, Auto Collision Repair Technology, Dental Hygiene, and Welding. Live work training will enable students to practice skills learned in the classroom and obtain valuable experiences to aid in successful completion of licensure and certification exams.

Students who participate in internships and apprenticeships will have opportunities to participate in the work environment while they continue their studies in the classroom. Internships are either required or optional in Accounting, Marketing, Early Childhood Education, Criminal Justice, and Environmental Horticulture. Apprenticeship programs are available in Automotive Technology, Air Conditioning Technology, Printing and Graphics, and other programs with individualized plans. Field trips to business and industrial locations will provide opportunities for work-based learning experiences for many programs. Instructors will be encouraged to schedule trips for classes and groups of students at appropriate times during the semester when these experiences will enhance and reinforce knowledge and skill training sessions in the classroom.

Clinical training is a major component of health occupations training at Wiregrass Georgia Tech. The curriculum requirements for Pharmacy Tech, Practical Nursing, Surgical Tech, Radiology, and Dental Assisting include supervised and evaluated hands-on training in local and regional health care facilities. Health occupation faculty members coordinate, supervise, and evaluate all clinical training programs.

### **Requirement 4 – Expand and Improve Technology Training**

Wiregrass Georgia Technical College integrates technological components throughout the campus in support of the mission and goals of the college. To prepare for increased demand for technical expertise and the use of automated systems for productivity, the college is committed to the constant review and upgrade of technology available to meet student learning objectives and promote job effectiveness of the faculty and staff. A primary goal of the college is to provide technological equipment that is consistent with industry standards and appropriate for technical training and educational support services. Administrative supervisors, program coordinators, and directors of educational support units assess equipment needs and include recommendations in the planning and budgeting process.

#### A. Technology Training for Faculty and Administrators

To enhance the ability of faculty to utilize instructional technology effectively in the classroom, the college provides opportunities and incentives for in-service training using classroom discussion, workshops, and hands-on computer instruction. During the next five years, all faculty members and administrative staff will be required to complete a minimum of 15 class hours in technology-related staff development sessions each year. These classes will encourage instructors to update their skills related to technological advances in their respective disciplines. Faculty and staff will take advantage of In-service training offered both on campus and by attending technical training workshops and seminars conducted by industry-related trainers and professional organizations.

For on-campus instruction, a dedicated computer lab will be available for staff development opportunities. Throughout the year, the instructional technology support staff will offer workshops for administrative staff and instructors who wish to expand their skills in the use of application software including Microsoft Office components, computer basics, Banner, ANGEL, an IP-based video conferencing system, and other technology-related topics. The IT department will provide training opportunities for employee orientation and training thereby improving skill levels, promoting personal career growth, and optimizing employee performance. Completion of a new classroom and laboratory facility has expanded the scope of in-service training with enlarged computer labs, updated equipment, and more certified trainers.

Faculty and staff who participate in distance education will receive training in the use of resources designed to implement and facilitate this delivery mode. Instructional technology staff members will coordinate sessions for introduction to the course management system (currently using ANGEL) each semester, while offering on-going training for enhancements to the distance education course management system. These enhancements include specialized assessment creation, delivery, virtual classrooms, audio and video production, learning object repository, electronic grade book management, and other related topics.

#### B. Providing Career and Technical Education for Students

Wiregrass Georgia Technical College supports and relies upon the use of technological resources for all areas of technical training for students. To enhance academic and technical skills during the next five years, students will have access to these resources and training in their use. All diploma and degree students will be required to complete the SCT 100, Introduction to Microcomputers course, which includes introductory concepts, fundamental applications, and operations necessary to use modern computer systems.

Computer technology systems, available in classrooms and labs, will provide access to educational and informational services, support general instruction, and provide supplemental academic support for remediation programs. All students will have e-mail accounts and will be able to use Web-based and printed tutorials designed to train them in the effective use of the technology.

A top priority for the college during the five-year period will be to purchase, install, and provide training for modern, industry-specific technological equipment and electronic systems to increase the knowledge and skills of students entering technology fields. Examples of improvements include intercom systems, updated application software, message centers, multi-media equipment for audio and video integration, upgrades for ANGEL, Web hosting for distance learning, and equipping all classrooms with Smart Technology.

Students will also be encouraged to make use of modern and up-to-date computer technology resources in the library. The electronic and technological resources available to WGTC students in the library will provide opportunities to and integrate academic and career education and promote quality training and educational services throughout the system.

#### C. Collaboration with Technical Industries and Organizations

Wiregrass Georgia Technical College will take advantage of opportunities to work with technology industries where program instructors can gain information related to professional advancements, completion of certification requirements, or obtain additional technical education related to the teaching field. Examples of such training include online courses for Banking and Finance sponsored by the American Banking Association; information systems

certifications training provided by CISCO and Microsoft for CIS and Networking instructors; and training in Smart Home Lighting Controls and Home Technology Integration sponsored by the Central Light Corporation for Data Communications instructors. Students in technical and industrial programs will participate in on-line and other distance learning opportunities offered by the major automobile manufacturers. These sessions are similar in scope and depth to those offered to fully trained employees as they upgrade skills to newer models or production processes. Similarly, the printing and graphic arts industry routinely offers seminars and software upgrade training in much the same manner.

To promote professional development and provide training in current innovations in academic and career occupation arenas, math and science instructors will be compensated for and encouraged to pursue additional academic coursework at the baccalaureate and graduate level. This training, made possible in part with federal funds, will update their teaching credentials and allow exposure to new methods for improving the mathematics and science competencies of students. Instructors for Dental Hygiene, Dental Assisting, Practical Nursing, Emergency Medical Services, Clinical Laboratory Technology, Surgical Technology, Medical Assisting, and Radiology will attend professional conferences and secure training in recent changes and developments in these health occupations fields.

### **Requirement 5 – Professional Development**

Wiregrass Georgia Technical College encourages all faculty and staff to participate in high-quality professional development activities, which are the strategic core of modern career and technical education. Activities include programs such as seminars, technology workshops, professional conferences, credit courses, consortia meetings, and training required for industry-recognized certifications. Staff members are also encouraged to attend training sessions that relate to educational services such as technology updates, financial aid, and professional organizations.

Faculty professional development is provided for new employees through Georgia's Learning Enhancement and Academic Resource Network (Georgia LEARN) and the Faculty Development Institute (FDI). Phase I of FDI provides training designed to provide technical college instructors with instructional methods, techniques, information, and materials needed to assist them in providing quality instruction for students enrolled in technical college. Topics covered in Phase I include student learning outcomes, curriculum standards, adult learning styles, academic advisement, and professionalism in the classroom. Training in Phase II consists of a series of on-line learning strategies for active learning, assessing and evaluating the adult learner, classroom management, techniques for teaching special populations, and methods for creating an innovative learning environment. Training offered through Georgia LEARN is focused on providing quality training opportunities, effective instructional materials, and current instructional methods to assist technical college faculty in promoting sound educational and hands-on training for students.

Other non-instructional groups, including information technology, student services, and institutional effectiveness will also participate in high-quality, sustained, and intensive professional development activities. These include industry-sponsored technology updates, state and national financial aid workshops, and regional conferences for assessment of program outcomes.

### **Requirement 6 – Program Evaluation**

At Wiregrass Georgia Technical College, career and technical education programs are evaluated using both program measures and learning outcomes assessment. Mechanisms in place for evaluating program outcomes include program advisory committee, employer, and graduate follow-up surveys; evaluations completed by program and institutional accreditation agencies; and state requirements set by the annual Performance Accountability System (PAS) and a six-year Performance Accountability Review (PAR).

Over the next five years, advisory committees will review each program group annually in order to recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, library resources, equipment, method of evaluation, and level of skills and/or proficiency required for completion. The college will collect input from employers and former students using employer surveys and graduate surveys for completers who are employed in their field of study. Results of reviews and surveys will be compiled and distributed to the faculty and administrative staff.

As described and specified in the Performance Accountability System (PAS), the Technical College System of Georgia (TCSG) establishes benchmarks for programs offered by technical colleges in the system. Program groups must meet the benchmarks for the six key performance indicators, which measure enrollment, graduates, and placements. Data related to the indicators will be compiled and analyzed each year in the annual PAS Trend Report. A Performance Corrective Action Plan, designed to set goals and objectives for improvement, will address deficiencies and target programs with consistent deficiencies for revision or deletion.

Every six years, Wiregrass Georgia Technical College will have a Performance Accountability Review (PAR) conducted by TCSG to complete the PAS cycle. For the PAR, a team of college peers will verify the institution's PAS annual self-evaluation, review the application for Perkins funding, and evaluate physical evidence of quality with respect to facilities and equipment, records, programs, and services. Recommendations from the PAR will be used to evaluate performance, plan improvements, and make recommendations for expenditures. WGTC is scheduled for a PAR in 2012.

Faculty in all degree and diploma programs will assess student learning outcomes for academic as well as career education courses, using criteria based on the institutional mission and its strategic goals and objectives related to effective educational programs. Expected outcomes will be derived from competencies outlined in the curriculum standards, levels of performance established by accrediting agencies, institutional goals, and occupational expectations. Assessment activities will include identification of expected outcomes, development of appropriate means of assessment, and demonstration of the use of assessment results to improve student learning.

The director of special populations, whose salary is paid by Perkins funds, serves as coordinator for institution-wide assessment of needs and performance of students in special populations. In order to identify and overcome performance barriers faced by these students over the next five years, internal needs assessment will be conducted with informal questionnaires, class and instructor evaluations each semester, student satisfaction surveys, graduate surveys, counseling and referrals, academic status reviews, and feedback from support groups.

In a comprehensive performance evaluation and improvement effort, the college will analyze federal, state, and local benchmarks and performance data with respect to these standards. Using specific objectives developed by a special population support team of selected professional staff, steps will be taken to improve performance in all academic and technical programs and to increase overall graduation and placement rates. Recommendations could include actions such as a college success course, goal-setting, tutoring, seminars, and individualized counseling. Financial resources will be allocated for this incentive.

#### **Requirement 7 – Use of Technology**

In its strategic and operational planning processes, Wiregrass Georgia Technical College strives to provide technological equipment that is consistent with industry standards and is designed to improve, expand and modernize all career and technical education programs. Over the next five-year period, administrative supervisors, program coordinators, and directors of educational support units will assess equipment needs and include recommendations in each phase of the planning and budgeting process. Recommendations will be supported by analysis of data and information obtained through industry studies and employer surveys, outcome assessment reviews, and internal evaluations of existing technology from faculty, staff, and students. The college will evaluate technology-related performance improvements using learning outcome assessments, licensure and certification test scores, and employer follow-up ratings.

The following section describes examples of the potential use of technology at the college and how the technology will be employed to increase overall performance of students in technical, health, and business programs. Completion and initial use of a new 90,000 square foot classroom and lab facility in fiscal year 2009 has enabled students to receive training in the use of the latest advancements in modern technology. New and improved technology available in the new facility as well as in renovated and retrofitted areas includes:

- Increased use of simulation in automotive technology, machine tool technology, drafting, horticulture, cosmetology, nursing, and other technical programs. Simulation technology will enhance realistic safer, industry-specific, experiential training at a lower operating cost.
- Digital radiography and Dentrax computerized paperless records for dental programs.
- Models that provide realistic representations of biological and anatomical functions for health programs. This training equipment for current and emerging fields in medicine will assist students in their preparation for licensure exams and future employment.
- New and updated labs for administering tests for professional certification, proficiency, and achievement using standards and procedures required by companies such as ACT, VUE, and Parametric. These testing centers will provide a more convenient, less-expensive testing location for participants in the local area.
- E-mail addresses with send and receive capabilities for all students. Campus-wide E-mail services will facilitate communication and interaction between students, instructors, and administrative staff.
- Installation of multi-media equipment through audio and video integration of smart technology in all the classrooms including Cook, Eastside, and Main Campuses. This technology will facilitate instruction in audio-visual format.
- Computer rotation capabilities on a three-year schedule. By using a planned system for computer upgrades, all students have access to modern systems similar to those in the workplace.
- Updated new labs with audio production equipment.
- Digital displays and equipment to enhance training for students in marketing programs. In order to effectively secure, install, utilize, and evaluate technological innovations over the next five-year period, funds will be required for both purchases of the equipment and training for users.

#### **Requirement 8 – Definition and Evaluation of Size, Scope, and Quality**

Wiregrass Georgia Technical College strives to provide services and activities that are of sufficient size, scope, and quality to be effective. In this endeavor, all personnel including administrators, faculty, and staff recognize the ultimate measure of effectiveness is to accomplish the mission of the college. Sufficiency of size to achieve the mission, goals, and objectives of the college, is dependent upon academic and technical training that prepares students for advanced education or the work environment; services and activities that focus on student needs; administrative services that promote effective and efficient utilization of resources; and community outreach that serves industry and potential students in the service area. The scope of quality technical training and services is measured by success in meeting the needs of all current and prospective customers. The following section provides a brief description of WGTC's services and activities, their size, scope, and quality, and procedures for evaluation and improvement of these services.

- Academic Support Centers (ASC)—designed to provide the guidance and support needed by students to succeed academically. Services offered include career counseling, career assessment, short term remediation, tutoring services, self-help website information stations, and assistance to students who require academic counseling. ASC services will be evaluated by student and faculty surveys, retention and achievement reports, on-campus review committees, and usage data.
- Services for Students in Special Populations—special population students include students with disabilities, economically disadvantaged students, persons with limited English language skills, students enrolled in non-traditional programs, and men and women who qualify as single parents or displaced homemakers. At Wiregrass Georgia Technical College, the director of special populations coordinates activities designed to help students in special populations meet performance standards required for graduation; prepare for high-skill, high-wage, or high-demand occupations; and have equal access to all services without discrimination.
- Students with Disabilities – WGTC provides academic adjustments and services for students with documented disabilities in compliance with ADA/Section 504 laws. Plans for improvements to services include additional training of faculty and staff, purchase of updated software and equipment, and collaboration with Vocational Rehabilitation and other service agencies statewide and in the local community. The college provides specialized services, directed by the admissions and special needs coordinator, for students with disabilities.
- Career Services and Follow-Up—services offered to assist students in the job search process. Professional career services personnel serve as resource persons for interviewing techniques, resume preparation, and effective

interpersonal skills needed for successful employment. Job fairs are held on campus to allow current and former students to meet with employers in one convenient location. Career services will be evaluated using student, faculty, and employer surveys, institutional and program accrediting agencies, state review committees, and supervisory evaluations of career services personnel.

- Student Organizations—offer diploma and degree level students an opportunity to gain leadership and personal development skills. Members of student organizations serve as leaders in campus activities, participate in community service projects, and assist in student and faculty recognition events.
- High School Services-- two High School Coordinators, one whose salary is paid with Perkins funds, serve as primary liaison between the college and area high schools and coordinate services to include developing articulation agreements, conducting new student orientation programs, administering placement tests for high school students, advising all high school students enrolled at the college, and compiling statistical data related to enrollment trends and achievement of dually enrolled students. The quality and effectiveness of high school services will be evaluated using enrollment, academic performance, and retention data, as well as subjective information collected from students and high school faculty.
- Joint Partnership—in fiscal year 2008, Wiregrass Georgia Technical College chose to participate in a joint partnership with area educators in a Therapeutic Services – Nursing program to link career and technical education at the secondary level with career and technical education at the postsecondary level. This program will increase the size, broaden the scope, and improve the quality of educational services over the next five years.

In the future, Wiregrass Georgia Technical College will continue to provide appropriate services and activities for all participants. Additionally, the college will evaluate quality and institutional effectiveness using criteria established in the evaluation, planning, and budgeting process of TCSG's annual Performance Accountability System, requirements and standards set forth by program and institutional accrediting agencies, and internal measures developed by the college faculty and administrative staff.

#### **Requirement 9 – Preparing Special Populations Students for High-Skill, High-Wage, and High-Demand Occupations that Lead to Self-Sufficiency**

Wiregrass Georgia Technical College provides information to students in special populations, including single parents, displaced homemakers, and students in non-traditional programs, regarding high skill, high wage, and high demand occupations. During career advisement and campus tours, college staff members provide literature and emphasize advantages of choosing non-traditional careers. Students will be encouraged to use this information to help them determine a program of study which will lead to self-sufficiency. Programs of study at Wiregrass Georgia Technical College prepare students for work in these occupations. The director of special populations arranges monthly support group meetings to provide information and career resources to students. To improve retention and increase enrollment in non-traditional programs, the college provides additional resources including lunch and learn, online skills tutor, tutoring, support groups, and referral assistance.

To prepare students in special populations for successful achievement in technical areas, the director of special populations and the director of retention will analyze annual surveys to determine why students in special populations leave Wiregrass Georgia Technical College prior to graduation. The college will continue using information from informal student and faculty surveys to find out why students in special populations leave before achieving their goal, share the results with the internal team and special populations advisory board, and develop a plan to meet the needs of students.

In an effort to promote retention, the director of retention will send letters to all withdrawing special population students to offer assistance available through the center. During new student orientation, students are surveyed to self-identify whether they are part of a special populations group. Students who self-identify receive information on support group meetings and other activities provided to special populations students. Since students' needs change from semester to semester, staff members will conduct needs assessments and provide services as needed. Based on the assessment results, services will be provided in group or individualized format.

To inform students about and promote high skill, high wage training, and employment opportunities leading to self-sufficiency, WGTC will schedule a non-traditional career day and an annual resource fair for students. The director

of special populations will work with the dean of technical instruction to identify local businesses leaders to serve as speakers, mentors, and prospective employers for students enrolled in non-traditional programs. College staff will work with area high schools to identify students who are interested in non-traditional programs and invite them to participate in the career day.

The admissions and special needs coordinator will employ assistive technology including alternative media software for students with print disabilities. To assist students with disabilities in meeting program standards, we will utilize technological innovations such as video relay for students with vision and hearing impairments. Like all students enrolled at the college, students with disabilities will be referred for tutoring in the academic support center as the need arises.

Students who disclose a disability and request special accommodations are referred to the career services office for information and assistance in finding employment. A Career Services page, giving current and potential students information concerning the opportunities offered through this department, is provided on the WGTC website. Each October, the college hosts Harvest Ed, an on-campus community fair that gives students and potential students the opportunity to visit our classrooms and labs for live demonstrations and discussions concerning programs and related employment opportunities.

## **SECTION 2**

### **Core Indicator 1 – Student Attainment of Technical Skill Proficiencies**

Appropriate program choice is essential to student success in technical and academic studies. In order to assist students to make choices consistent with their aptitudes and interests, career assessment will be available to students as part of the application process. Additionally, Wiregrass Georgia Technical College will require that all students complete this assessment as part of the curriculum in an appropriate class. In an effort to familiarize students with technical skill requirements for successful careers in their chosen field, instructors will encourage them to enter competitions in occupational areas for Skills USA, Phi Beta Lambda, and Delta Epsilon Chi. Instructors in occupational programs will work with students in small groups and on an individual basis to provide assistance and remediation in career and technical areas.

Student achievement of industry-recognized standards, a means of providing proven and documented graduate competence that will be recognized and valued by employers, is a major objective of the college. At Wiregrass Georgia Technical College over the next five years, the planning and evaluation process will include identification of instruments, standards, and measures to be used as criteria for assessment of learning outcomes; providing incentives for eligible students to take the tests; evaluation of composite and individualized scores; and utilizing assessment results for improvement of instruction. Program faculty and prospective employers will encourage graduates in health programs to take state or national licensure tests that are required for employment in field or certify competence in occupation-related skills. Students in business programs will sit for certification exams in software applications technology, networking, Internet options, and system security. Industry-recognized standards of achievement for technical programs include automotive technology, drafting, cosmetology, and certifications from National Occupational Competency Testing Institute (NOCTI).

### **Core Indicator 2 – Graduation**

To provide encouragement and assistance for all students in achieving their goals for program completion, program faculty and student services staff focus on activities that assist students with difficulties and increase the graduation rate for the college.

During registration each semester, the registrar will run a list of students who are currently registered but have not yet registered for the next semester, arranged by instructor. This will enable each instructor to contact these students and encourage them to schedule a time with advisors to complete the registration process. To address financial aid issues, the financial aid director will provide beginning students with detailed information explaining the cap on HOPE

grant funds during new student orientation. Students will be aware of the limitation of funds and therefore not use the allocation in several different programs before they are ready to graduate. Faculty members will receive forms and information describing tutoring services available in the academic support center.

Students and faculty evaluate retention efforts using student satisfaction, colleague, and course surveys. Ultimately, performance in attaining benchmarks and other objectives will serve to evaluate and improve retention efforts.

### **Core Indicator 3 – Retention in Postsecondary Education**

Wiregrass Georgia Technical College recognizes retention as a college-wide concern requiring the involvement of all faculty and staff. Advisement is an essential component to retention; therefore, resources will be allocated for training advisors. The director of retention will coordinate the training, and all full- and part-time employees will participate in the advisement process. Comprehensive plans for this endeavor will include assignment of advisors, scheduling, objectives, and means of evaluation.

The director of special populations will work with faculty, staff, and students to develop and provide support group activities which will include workshops on the following: time management, study skills, stress management, personal finance, and other topics as needed. In addition, the academic support center staff will provide counseling and study skills programs for students who are on academic probation, career counseling and tutoring opportunities for all students, and exit information to withdrawing students. During new student orientation and through newsletters, WGTC staff members will disseminate information regarding personal counseling referrals and opportunities for assistance available to all students.

A student support referral form, designed to be printed and completed, is available on the Web site for use by faculty in referring students for support services. Instructors are also encouraged to complete and submit a retention referral form when they are recommending early intervention for students who are at risk of failing or dropping a class.

### **Core Indicator 4 – Placement**

The career services office provides job referrals, company information, resume assistance, and interviewing assistance in order to help students obtain employment. Job openings, advertised on job boards on campus and on the Internet, are distributed to instructors to share with students. Career services staff members work with qualified students, make referrals for vacant positions, and conduct follow-up activities to promote job placement. Individualized assistance with resumes and interviewing skills can be arranged as needed.

To develop a relationship with external entities, career services personnel have served for several years on the board of the local Society for Human Resource Management (SHRM) chapter; currently serve on the Wiregrass Georgia-Lowndes Chamber of Commerce Workforce Development Board; conduct industry visits; consult with military recruiters; and work with college and community leaders to promote job development. This interaction provides opportunities for job fairs, employer evaluations, and communication related to successful placement of students.

Placement services are evaluated for effectiveness and relevance using five-column assessment models, employer and student evaluations, program and institutional accrediting agencies, supervisory performance evaluations, and the statewide Performance Accountability System (PAS). These methods of evaluation will continue to be utilized in the future in order to ensure that placement services are meeting the expectations of both students and employers.

### **Core Indicator 5 – Non-Traditional Participation and Completion**

Wiregrass Georgia Technical College actively recruits and encourages students to participate in programs of study considered non-traditional for their gender. Because these students normally face challenges and barriers that hinder their performance, they need additional support and assistance. For this reason, faculty and administrative staff

work together to design activities and programs that are beneficial for students in non-traditional programs and relevant for promoting successful achievement of their career goals.

The director of special populations serves as coordinator for programs and services offered to assist students enrolled in non-traditional programs. Working in collaboration with members of the program faculty, academic support, and public relations personnel, the director will evaluate participation, performance, retention, and placement data in relation to benchmarks established for these criteria. Using benchmark measures as objectives for improvement over the next five years, this advisory team will plan, develop, and implement activities designed to assist students in successful completion of their educational and career goals. The following section outlines examples of programs and specific activities planned for the support of non-traditional students during the next year:

- The college will establish a Special Populations Advisory board that will investigate employment opportunities for students in non-traditional programs. The board will assist in providing local labor market information on non-traditional employment opportunities.
- In the new student orientation sessions, student services staff will continue to stress the financial advantages and job opportunities available to program graduates.
- Public Relations will continue to use non-traditional role models in recruiting publications.
- Faculty will invite students currently in non-traditional programs to visit Learning Support classes each semester.
- Academic Support Center (ASC) staff will provide informative materials highlighting advantages of non-traditional program choices to Learning Support classes and maintain these materials in the Academic Support Center.
- The director of special populations will provide monthly support groups for students in special populations.
- The equity coordinator will provide training to faculty and staff on how to recruit and retain students in non-traditional programs.
- Career services staff will partner with instructors to promote apprenticeship opportunities to students in non-traditional programs.

The director of special populations, assisted by the advisory team, will evaluate all programs and services using the benchmarks and goals previously established as criteria for effectiveness. As time goes by, all activities will be revised to improve comprehensive college services that focus on the needs of non-traditional students. By tracking and assessing the performance of students in non-traditional programs over time, we can identify effective and beneficial characteristics of all programs and modify these as needed in the future.

### **SECTION 3**

#### **Comprehensive Program of Study**

##### **A. Career and Technical Program of Study**

The college will offer a technical certificate in the Business and Computer Science program of the Peach State Pathways to train high school students who will transition into postsecondary education in beginning and intermediate programming skills. Students will learn to design computer/video games. Graduates of the program are qualified to work in gaming businesses as a Game Programming Specialist. High school graduates who complete this technical certificate may also continue education at the college and learn more advanced game programming skills and complete training at higher credentials of a diploma and degree. Programming languages used in the program are also used in many businesses further qualifying graduates to work in other programming fields.

Students apply the math and English knowledge to produce a “storyboard” which includes the development and writing of a plot, setting the environment, and producing the story’s protagonists, antagonists, and supporting characters. These basic concepts of writing must be integrated into one story demonstrating continuity from the beginning to the end. Only after the story has been completed can the actual programming begin. In CIS 1261, students produce a story complete with plots, characters, and settings. The students must identify the protagonists and antagonists, complete with characterizations including visual references of physical traits, and descriptions of personality traits. The plot and game setting must be fully developed and blend with the characters. The storyboard produced is at least ten pages in length complete with citations and formatted in MLA style. Grammar, formatting, and continuity of ideas and thoughts are evaluated for grading

purposes. Competencies taught to dually enrolled secondary students in game programming courses are aligned with Georgia's Peach State Pathways and are of the same content and rigor as taught to postsecondary students.

#### B. Integration of Academic and Career Technical Education

Currently, WGTC is evaluating the success of graduates attaining college-level competencies by passing all general education courses required in each program with a grade of C or better. WGTC is in the processes of identifying a set of specific general education college-level competencies within the general education program that all graduates must attain. A policy will be written to identify desired college-level competencies to be measured in each course and must provide evidence that graduates have attained those competencies. By enhancing the attainment of general education competencies, the core academic subjects at WGTC will be strengthened.

In every diploma or degree programs, students are required to complete general education courses. All diploma program students must demonstrate competency in English and math and require a minimum of 7 semester credit hours. All associate degree students are required to take a minimum of 15 semester credit hours of general education courses. The general education core within each program was chosen to specifically strengthen the academic skills needed to be successful within the program. For example, business students take MAT 111—Business Mathematics and industrial systems students take MAT 103—Algebraic Concepts. Within all program areas, the general education competencies are demonstrated through several of the program courses. Lab assignments, research reports, projects, capstone projects, and so forth generally require students to utilize communication, reading, mathematics, and critical thinking skills. An example of the everyday use of math principals is demonstrated by a student calculating fiber runs and the decibel losses incurred through bad connections and splices as well as identifying the distance to breaks and bad connections. Another example of how general education and technical courses are integrated is demonstrated in criminal justice courses that requires reports and oral presentations.

#### C. Industry Experience

Students apply classroom knowledge and skills in internship experiences. Student performance is evaluated by the professionals on the job site and reported to program instructors. Satisfactory completion of internship assignments is required to complete the internship courses. For example, Early Childhood Care and Education (ECCE) diploma and degree students participate in two practicum experiences of 70 hours each and one internship of 360 hours. This internship provides students with experience in an actual work setting. Students are placed in an approved early childhood care and education setting. The students participate in planning, implementing, observing, and evaluating activities. An evaluation is completed by the on-site supervisor to critique the student's performance. Students must create lesson plans and carry out these lessons under the supervision of an on-site supervisor. Students keep a journal of their internship and develop a resource file in the form of a portfolio. The portfolio and journal is graded by the ECCE instructor. The ECCE instructor monitors the students with visitations and working with the on-site supervisor.

#### D. Coherent and Rigorous Content Aligned with Challenging Academic Standards

All credit instructional programs contain courses that are standard throughout the TCSG. These courses are developed by a joint committee of TCSG representatives in coordination with subject matter experts from business and industry who establish rigorous standards of instruction that meet the highest level of competencies required in the work environment. Although instructors are allowed to use their personal style of presenting the curriculum to students, the same coherent and rigorous content for each course is presented by all instructors who have the same courses in their program areas. The college requires a comprehensive review of all instructional aspects be performed annually on at least one-third of all programs under the direction of the Dean of Instruction. Lesson plans, lab assignments, exams, capstone projects, and other aspects of instruction are reviewed and updated to ensure students receive the latest curriculum content and that the highest standards of instruction and student evaluation are achieved.

## **SECTION 4**

### **Professional Development**

Wiregrass Georgia Technical College encourages all faculty and staff to participate in high-quality professional development activities, considered a key component of modern career and technical education. To meet institutional requirements for professional growth and development, faculty members are required to participate in at least 25 contact hours of classroom-focused in-service training each year. Activities include programs such as seminars, technology workshops, professional conferences, credit courses, consortia meetings, and training required for industry-recognized certifications. Staff members are also encouraged to attend training sessions that relate to educational services such as technology updates, financial aid, and professional organizations. See Requirement 5 in Section 1 above for additional details regarding staff development activities.

To effectively identify needs for professional development, the college relies upon individual analyses and opinions of faculty members and educational support staff; goals and objectives established in performance evaluations; student course evaluations; results of student learning outcomes assessment; plans for program development; emerging industries; and other college-wide initiatives. While recommendations and encouragement from supervisors are appropriate and solicited for initiating inquiries and research, the request for professional training approval always begins with the instructor or support services person. Supervisors compile requests and proposals for funds required to implement effective professional development activities and integrate these as priorities in the departmental and institutional budgets.

## **SECTION 5**

### **Community and Institutional Involvement**

In a broad scope of stakeholder participation, Wiregrass Georgia Technical College works with a variety of organizations, committees, and campus events to obtain feedback with respect to development, implementation, and evaluation of career and technical programs. During the next five years, these groups will include program advisory committees, a Local Board of Directors, business organizations, communications with the media, and publications.

Program advisory committees will meet with the program faculty twice each year. Committee members receive updates and information concerning the program planning efforts, goals, and anticipated achievements. Advisory committee members, who are also employers of graduates and familiar with business and industry in the area, will provide feedback and ideas as to how to improve programs and placement of graduates. The Local Board of Directors, which meets once a month, will discuss the direction of the college, oversee and approve large expenditures, and give feedback and ideas about community development. The college relies on recommendations from these committees in all phases of the planning and budgeting process. See Requirement 6 of Section 1 above for additional information regarding data collection and evaluation.

Regular industry visits conducted by the faculty and staff also foster community involvement. During these visits, the program faculty members will have opportunities to view current industry practices in order to better prepare their students for transition to the workforce. Employers will be invited and encouraged to participate in job fairs and to serve as resource persons for conferences and assembly sessions. Plans for new programs will include employer verifications and projected needs assessments.

The college will also conduct media campaigns to publicize new programs, current events, and outstanding achievements. Wiregrass Georgia Technical College will take part in a weekly radio program featuring instructors, students, and alumni from Wiregrass Georgia Tech. An "Opportunities" catalog, published each semester by the Economic Development division, will list non-credit classes for continuing education and industry-contracted services. The catalog, widely distributed in the community, will be available upon request at the college. The special needs and special population coordinators will work with area community agencies and other state agencies and educational institutions to recruit, retain, and provide educational opportunities for special populations/special needs students.

In addition to the distribution channels described above, the college will use billboards and maintain a fleet of semi trailers that promote the implementation of career and technical programs as they travel around the community and throughout the region. Students and employees will provide evaluations and feedback for public relations activities in the annual colleague and student satisfaction surveys. All programs and educational service support units will complete comprehensive outcome assessment reports, analyze the results of performance, and use these assessments in planning for improvement.

## **SECTION 6 Size, Scope, and Quality of Services**

Wiregrass Georgia Technical College supports institution-wide involvement in a career and technical education planning, evaluation, and improvement process that is of a size, scope and quality to bring about continuous improvement in the quality of all programs offered by the college. Sufficiency of size to achieve the mission, goals, and objectives of the college, is dependent upon academic and technical training that prepares students for advanced education or the work environment; services and activities that focus on student needs; administrative services that promote effective and efficient utilization of resources; and community outreach that serves industry and potential students in the service area. The scope of quality technical training and services is measured by success in meeting the needs of all current and prospective customers.

During the next five years, the college will evaluate quality and institutional effectiveness using criteria established in the evaluation, planning, and budgeting process of TCSG's annual Performance Accountability System (PAS), requirements and standards set forth by program and institutional accrediting agencies, and internal measures developed by the college faculty and administrative staff. Input from employees, students, and the local community will highlight current and projected needs of the service area. Planning and evaluation activities will include analyses of trend data and establishment of goals to achieve national, state, local, and institutional benchmarks for quality performance. Resources will be allocated and targeted to programs and services that need improvement and show potential for relevant and quality workforce training.

## **SECTION 7 Evaluation and Planning**

At Wiregrass Georgia Technical College, planning for and evaluation of educational programs and services is paramount in all strategic and operational decision-making. The following section lists mechanisms in place to that will facilitate orderly and effective planning and evaluation activities over the next five-year period:

- Program advisory committees will review all educational programs each year in order to recommend admission requirements, program content, program length, program objectives, competency tests, instructional materials, library resources, equipment, method of evaluation, and level of skills and/or proficiency required for completion. The annual review will be used to evaluate the program in reference to the current employment needs in the local service area.
- Programs will be evaluated annually using the Performance Accountability System (PAS). In the PAS model, programs will be evaluated with respect to adherence to program standards and performance measures with minimum standards related to admissions policy, structure, content, health and safety, and online Instruction. Program groups must meet benchmarks established as key performance indicators for enrollment, graduates, and placements.
- Every six years, Wiregrass Georgia Technical College will host a Performance Accountability Review (PAR) conducted by TCSG to complete the PAS cycle. For the PAR, a team of college peers will verify the institution's PAS annual self-evaluation, review the application for Perkins funding, and evaluate physical evidence of quality with respect to the state standards.
- The comprehensive planning and evaluation process will include assessment of learning outcomes for educational programs and evaluation of achievement of goals and objectives in administrative and educational

support (AES) units. Outcomes assessment will also be conducted in general education and learning support areas. Assessment activities will include identification of expected outcomes, development of appropriate means of assessment, and demonstration of the use of assessment results to improve student learning.

## **SECTION 8**

### **Students with Special Needs**

#### **A. Review of Programs and Assessment of Student Needs**

During the next five years, Wiregrass Georgia Technical College (WGTC) will continue to conduct ongoing reviews of outcomes for special populations students in relation to benchmarks and performance targets established for the accountability indicators by the Technical College System of Georgia (TCSG). These indicators are technical attainment, graduation, retention, placement, participation in non-traditional programs, and completion of non-traditional programs. In an effort to provide services to meet the needs of students in special populations who may confront barriers to success in technical education, the college will provide resources to all self-identified students in special populations enrolled in college programs.

The college has adopted a variety of activities to meet the needs of the special population students. Serving as liaisons between faculty and staff for students as needed, the director of special populations and the coordinator for admissions and special needs will conduct workshops to promote elimination of gender-bias in the classroom. Additionally, they will work with local high schools to identify students who are in nontraditional programs, develop follow-up procedures to encourage students to continue in the nontraditional field, provide career planning and assessment, conduct life skills /job readiness workshops and support group meetings, and arrange for tutoring . For continuous support and assistance, all self-identified special population and special needs students will be encouraged to meet periodically with the director of special populations and the coordinator for admissions and special needs.

Special populations support staff members will contact each of these self-identified students and encourage him or her to contact the appropriate office for information pertaining to available services. In collaboration with DFCS, DOL, WIA, and other local partners, we will provide information on programs, the admission process, and financial aid to potential students.

#### **B. Services for Students with Special Needs**

WGTC provides academic adjustments and services for students with documented disabilities in compliance with ADA/Section 504 laws. Plans for improvements to services include annual training of faculty and staff on disabilities issues, purchase of updated software and equipment, and collaboration with Vocational Rehabilitation and other service agencies statewide and in the local community. Once they disclose a disability and request accommodations, students with disabilities will be referred to Vocational Rehabilitation and other agencies as needed. The disabilities service provider will participate in an annual session held by Vocational Rehabilitation for students transitioning from high school to post-secondary, and in turn provide presentations at least twice each year to groups of students with special needs in an effort to recruit them into our programs. To enhance instruction for all students, especially those with disabilities, staff members and representatives from outside agencies will provide in-service training at least once each year on the use of assistive technology. The college will evaluate the effectiveness of all services using student and faculty evaluations, analysis of retention data, and performance data in relation to statewide and institutional benchmarks.

#### **C. Employment Goals**

The overall goal of the programs and activities described above will be to prepare students in special populations for successful completion of academic and career-related objectives for securing employment in high skill, high wage, and high demand jobs. Meetings, seminars, discussion groups, and other activities will be interactive and designed to provide opportunities for students to voice concerns and receive information on how to continue in their selected career path. Topics will be relevant to successful achievement of career goals and may include: networking, work ethics, job search skills, business etiquette, and dressing for the workplace. Group activities will provide resources that identify paths to high skills ultimately leading to high wages, high demand employment, and self-sufficiency. The table below outlines a timeline for activities designed to assist students with special needs:

<u>Activity</u>	<u>Time Line</u>
Staff training	Conducted annually
In service training on assistive technology	Conducted annually
Staff development for director of special populations and coordinator for admissions and special needs	Conducted annually
Work with area high schools to indentify non-traditional students	August of each year
Collaboration with local partners	Ongoing
Advisement of special population students and students with special needs	Ongoing
Tutoring	Ongoing
Presentations to student groups	Twice each year
Workshops for special population students	Once each semester
Support group meetings	Once each semester
Update computer software and equipment used by students with disabilities	Ongoing as needed

**SECTION 9  
Non-Discrimination Policy**

Wiregrass Georgia Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, disabled veteran, veteran of the Vietnam Era, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all educational programs and activities including admissions policies, scholarship and loan programs, athletic and other Department and Technical College-administered programs. It also encompasses the employment of personnel and contracting for goods and services. The Department and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

In adherence to the non-discriminatory policy, Title IX and ADA/504 coordinators review all printed material to ensure compliance with the law. Students must self-disclose, request accommodations and follow established procedures in order to be eligible for reasonable accommodations. Students are not asked to self identify as part of the special population group until after they have completed the admission process. During orientation, after the students have registered for classes, a survey is distributed asking for voluntary self-identification. Once a student has self-identified, the director of special populations contacts him or her and provides information designed to assist in academic success. To enhance instruction for all students, especially those with disabilities and those in special population groups, training will be provided to faculty and staff on how to recruit and retain students.

**SECTION 10  
Preparation for Non-Traditional Fields**

Wiregrass Georgia Technical College conducts marketing and public relations activities that encourage students to enroll in programs that are consistent with their interests—not to exclude programs that may be considered non-traditional for their gender. WGTC will use funds to continue support and address concerns relating to recruiting and retaining special population students in non-traditional programs. The efforts will include but not be limited to the following: establishing a special population advisory board, providing gender specific workshops for high school students, establishing a textbook and tool assistance program, scheduling support group meetings, and promoting a non-traditional career day, and expanding resources available in the library for student use. The marketing department will develop marketing materials that promote non-traditional programs with low enrollment.

The following section lists examples of marketing, recruiting, advising, and special activities that provide information and assistance to students interested and/or enrolled in non-traditional programs:

- Recruiting publications will continue to feature illustrations of non-traditional role models.
- Faculty will invite students currently enrolled in non-traditional programs to speak in learning support classes each semester.
- Career services staff will partner with instructors to promote apprenticeship opportunities to non-traditional students.

College personnel will continue to monitor participation and performance of students in non-traditional programs using reports generated through the statewide Knowledge Management System (KMS) and other sources of related data. All services will be evaluated and modified as needed to accomplish performance goals.

## **SECTION 11 Academic Guidance and Counseling**

At Wiregrass Georgia Technical College, competent and professional student services personnel provide career guidance and academic counseling to meet the needs of all students. Students, as well as potential students, have access to career assessment and guidance services through the Academic Support Center (ASC). Qualified staff members familiar with the center use a variety of resources, including Georgia Career Information System (GCIS), Career Scope, and GACollege411 to assist students. Information available from these Internet-based sources is appropriate for students from entry into high school through graduate school. Students are advised of advantages of enrolling in non-traditional and other programs in order to prepare graduates for high-demand, high-wage career opportunities. High school students attending Wiregrass Georgia Technical College through dual enrollment, joint enrollment, or Accel programs receive guidance from the Enrollment Advancement Coordinator. The college will work with area colleges and universities to facilitate articulation agreements and transferability of academic course credit to eliminate duplication of training.

During the next five years, academic counseling and assistance will be available to all students at Wiregrass Georgia Technical College. Students experiencing academic difficulty will be referred to the ASC for academic counseling, including re-directive counseling, if they are having repeated problems in their current program of choice. Additionally, students with academic warning or probationary status will be referred to the ASC for counseling and assistance with study skills. Students with disabilities will be encouraged to meet with the coordinator of retention and special needs for counseling and other assistance, including the development and implementation of an Individual Accommodation Plan designed to help ensure their academic success. During the process, counselors may also refer students for vocational rehabilitation services as needed.

## **SECTION 12 Faculty Recruitment and Retention Policy**

### **A. Recruitment and Retention of Faculty**

Wiregrass Georgia Technical College seeks to employ qualified, competent, and experienced faculty and staff capable of accomplishing the mission and implementing the strategic goals of the college. The human resources director coordinates the advertising and interviewing process in compliance with hiring policies and procedures established by the State Board of Technical and Adult Education (SBTAE), federal Equal Opportunity law, and Wiregrass Georgia Technical College recruiting and hiring policies.

In its recruitment practices, the college will advertise to attract a diverse and qualified applicant pool. When advertising for vacant positions, Wiregrass Georgia Tech will utilize readily available media options, such as local newspapers, Internet sites, the Department of Labor, and college and university career services offices to disseminate notifications to potential applicants.

In an effort to retain qualified instructional staff, Wiregrass Georgia Technical College will provide opportunities for all full time faculty and professional staff members to complete professional development activities annually in order to keep their knowledge and skills current in today's ever-changing world of business and industry. The college will offer competitive salaries and a comprehensive benefits package for all full time employees. Supervisors will review performance and salaries on an on-going basis and recommend salary increases consistently, according to performance evaluation policies.

Wiregrass Georgia Technical College serves an eleven-county service area with a demographic population similar to the 2004 census data in the first row of the table below. The table shows a distribution of WGTC professional teaching and non-teaching employees relating to race and gender as it relates to 2004 census data for the total population.

Population	White	Black	Other	Men	Women
Service Area (From 2004 Census Data)	67.25%	30.44%	2.31%	49.71%	50.29%
WGTC (From 2008 Estimated Census Data)	72.38%	25.80%	1.82%	50.68%	49.32%

As an equal opportunity employer, Wiregrass Georgia Technical College is committed to maintaining a workforce that is highly qualified, but representative of qualified residents of the service area. Over the next five-year period, the college will take active steps to solicit applications for all vacant positions from persons in minority groups. Wiregrass Georgia Technical College will seek to fill vacant positions by selecting the best-qualified applicant on the basis of merit and conduct all recruitment activities in accordance with Equal Employment Opportunity and all other applicable laws, rules and regulations. The college will follow the requirements stated in the TCSG Statement of Equal Opportunity and customize these for the WGTC Equal Opportunity Statement.

The college will not discriminate against any employee or applicant for employment in the recruitment, hiring, promotion, demotion, transfer, layoff or termination, rate of pay, selection for training, or for any other reason on the basis of religious opinions, political affiliation, race, color, national origin, disability, sex, or age. The WGTC Equal Employment Opportunity Statement will be published in the Special Notices section of the newspaper and on the college Web Site ([www.Wiregrass\\_Georgiatech.com](http://www.Wiregrass_Georgiatech.com)). Position advertisements in the classified ads will carry a one-line tag of "Equal Opportunity Employer" or at the minimum, "EOE."

In order to recruit qualified minority employees during the next five years, the college will advertise job openings in diverse and appropriate locations including historically black college and university career services offices; locally owned minority businesses; the Georgia Department of Labor position vacancy publication sites; and the local Chamber of Commerce. WGTC will include an Equal Employment Opportunity statement in the application for employment and in all recruitment/position announcement materials.

**B. The Transition to Teaching from Business and Industry**

Once full-time employees are hired, they will participate in New Employee Orientation and/or New Faculty Orientation. During this orientation, an individual will complete all required employment documentation and receive access to the Wiregrass Georgia Technical College Employee Handbook and other pertinent information pertaining to employment at the college. Faculty members will also attend a new faculty orientation where they receive a copy of the Faculty Handbook, access to safety plan information, and arrange meetings with administrators to discuss policies, practices, and procedures. Plans are to complete a Web-based tour of the facility and introduction to different departments, which will be included in the new employee orientation presentation.

All new faculty members who have no experience in technical education will complete the requirements for the Instructor Training Institute, which is comprised of three separate phases. Each phase runs three days and the entire process is designed to be accomplished in a period of 18 to 24 months. The purpose of the program is to provide instructors with instructional methods, techniques, information, and materials that can be effectively integrated into the process of teaching in the occupational areas.