



WIREGRASS

GEORGIA TECHNICAL COLLEGE®

Strategic Plan 2018 - 2023

2018 Edition

“Striving for Excellence”

History of Wiregrass Georgia Technical College

On September 4, 2008, the State Board of Technical and Adult Education (SBTAE) approved the merger of East Central Technical College and Valdosta Technical College to be effective July 1, 2010. Almost a year to the day the merger was announced, the local board, with input from stakeholders, decided on a new name for the combined college – Wiregrass Georgia Technical College (WGTC).

Wiregrass Georgia Technical College has four primary campuses – Ben Hill-Irwin campus, Coffee campus, Cook County Workforce Development Center, and the Valdosta campus – as well as an extended campus located on Moody Air Force Base in Valdosta. The college provides Adult Education services in each of the 11 counties served by the college; Atkinson, Ben Hill, Berrien, Brooks, Coffee, Cook, Echols, Irwin, Lanier, Lowndes, and Wilcox counties.

Individually, both East Central Technical College (ECTC) and Valdosta Technical College (VTC) have long, meaningful histories within the communities they have served. The rich history between these colleges and the local communities demonstrate how important training and educational opportunities have been, and will continue to be, for the citizens of the Wiregrass Georgia Technical College service area.

East Central Technical College

East Central Technical College (formerly Ben Hill-Irwin Technical Institute and East Central Technical Institute) was established in 1966. Ben Hill-Irwin Tech officially opened its doors on September 21, 1970, occupying three buildings with large vocational-technical labs and a small administration area. The first full-time graduates received their diplomas on September 15, 1971.

During the next 30 years, East Central Technical College underwent enormous transformation and growth. On June 10, 1977, Ben Hill-Irwin Tech held groundbreaking ceremonies for a new \$600,000 expansion to house new programs. The Charles Harris Learning Center opened in 1994 housing an auditorium, classrooms, and office space.

In 1995, the Board of Regents deeded land, originally part of South Georgia College, to the Department of Technical and Adult Education for the Coffee campus. On November 7, 1996, the name officially changed to East Central Technical Institute. Further county expansions occurred including the addition of the Wilcox Lifelong Learning Center in Rochelle. On April 10, 2002, the state allocated \$10,000,000 for a new technology building on the Ben Hill-Irwin campus, which was completed in 2006.

Valdosta Technical College

Valdosta Technical Institute was founded as a cooperative agreement by the state legislature, the Valdosta Board of Education, and the Lowndes County Board of Education in 1963 to serve the citizens of Berrien, Brooks, Cook, Echols, Lanier, and Lowndes counties. Valdosta Tech's original 40,300 square foot building, Berrien Hall, opened for classes in September of 1963.

The first addition to the campus was a 7,200 square foot building to house the Heating Ventilating and Air Conditioning (HVAC) and Welding programs. The vigorous economic growth of the area initiated a need for an additional expansion that almost doubled the size of the facility. In 1984, the college completed its second addition to house the horticulture, electronics, and health programs.

A few short years later in 1989, a 7,800 square foot addition for the Auto Collision program completed the U-shape of Berrien Hall. In 1989 the Georgia Legislature provided \$175,000 for the purchase of 80.2 acres of land to continue the growth of the campus. Governor Zell Miller then approved a \$7.64 million dollar, 83,770 square foot expansion which would be the second largest technical school expansion at that time. From this expansion, Valdosta Tech Buildings 300, 400, and 500 were opened in 1997.

The Cook County Workforce Development Center in Sparks opened its doors as a branch campus of Valdosta Tech in June 2002. Valdosta Tech opened an office at Moody Air Force Base in February 2004. In December 2007, Valdosta Technical College was accredited and approved for unconditional membership with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

In February 2009, Lowndes Hall officially opened housing the administrative offices of the President, business programs, a new 7,000 square foot library, an auditorium, early childhood education, drafting technology, and printing and graphics programs. A new student center was also constructed and includes 6,625 square feet of space for the Upper Crust, security offices, and offices for student activities.

Wiregrass Georgia Technical College - Today

Wiregrass Georgia Technical College is a leader in the Technical College System of Georgia. Recognized for achievements in workforce development, Wiregrass Georgia Technical College provides individuals with the education, training, and skills to positively influence our economy.

Wiregrass offers more than 100 academic programs in the areas of Healthcare, Business and Computer Sciences, Professional Services, and Industrial and Technical trades. During the fiscal year 2017, the college had an unduplicated enrollment of 5,674 students. Of the 5,674 students enrolled, 2,060 were enrolled in either an online or hybrid course. The college works closely with 12 school systems and 25 high schools to offer early enrollment programs for high school students. In FY 17, the college had 1,881 high school students enrolled in Dual Enrollment.

Wiregrass Georgia Technical College guarantees all programs. Curriculum standards have been developed with direct involvement of business and industry. These standards serve as the industry-validated specifications for each occupational program. "If one of our graduates educated

Wiregrass Georgia Technical College - Today Cont.

under a standard program or his/her employer finds that the graduate is deficient in one or more competencies as defined in the standards, the technical college will retrain the employee at no instructional cost to the employee or the employer." This guarantee is in effect for a period of two years after graduation.

Students also have the opportunity to accentuate the power of their resume with membership in campus clubs and organizations. With opportunities ranging from Phi Beta Lambda to the National Technical Honor Society, Wiregrass Georgia Technical College students can easily fulfill their need to serve and to be recognized. When a prospective employer sees Student Government Association on a resume, they know the applicant is a team player with experience in getting things done.

Wiregrass Georgia Technical College is a unit of the Technical College System of Georgia. Programs use cutting-edge technology and offer easy access to lifelong learning for all Georgians. A seamless education process provides students an opportunity to transfer credits efficiently as they advance from secondary schools to technical colleges and to the colleges and universities within the University System of Georgia.

In addition to academic programs, the college provides Adult Education and Economic Development services. The Wiregrass Georgia Technical College Adult Education Department served 1,685 students in Adult Education programs such as GED® preparation classes, English as a Second Language, and Adult Education basic skills classes during FY 17. Approximately 211 students received their GED® diploma in FY 17.

During FY 17, the Department of Economic Development provided customized training classes to 106 companies totaling 62,958 hours of training. Approximately 1,655 students took continuing education courses through the Department of Economic Development.

The combination of academic programs, Adult Education services, and continuing education provided through Economic Development means that Wiregrass Georgia Technical College touches the lives of more than 10,000 students annually.



MISSION

A thorough understanding of the Strategic Plan is made possible by knowing the foundation upon which the College operations are based as articulated in our mission statement.

Our Mission:

The mission of Wiregrass Georgia Technical College, a unit of the Technical College System of Georgia, is to promote community, educational, and economic development by providing a trained workforce in our 11-county service area and throughout the State of Georgia. The college fulfills the mission by providing technical and academic instruction, through traditional and distance education delivery methods, leading to associate degrees, diplomas, and technical certificates of credit; customized training for new and existing industries; professional and personal development through continuing education programs; and adult education services to meet the needs of citizens, business, and industry in the service area.



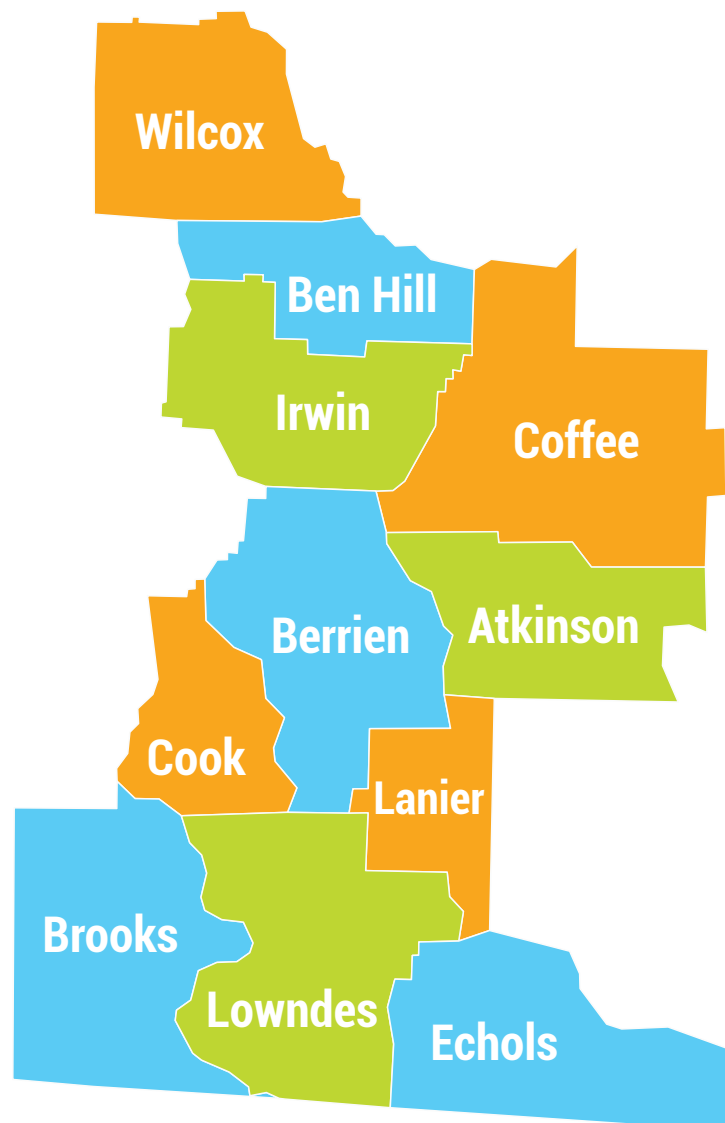
VISION

The Vision Statement is a values-based description of the College's desired future and its distinctive characteristics of success. It clarifies what the College should look like and how it should conduct itself as it fulfills its Mission.

Our Vision:

Wiregrass Georgia Technical College will be recognized as a leader in the Technical College System of Georgia exemplifying premier qualities that meet the vigorous life-long learning needs of the students, communities, businesses, and industries within the college's 11-county service area and throughout the State of Georgia.

OUR SERVICE AREA



VALUES

Values are the traits or qualities that we consider to be worthwhile. Our Values represent our highest priorities and our deeply held driving forces and beliefs. Our Values reflect how we value ourselves and our internal and external customers.

Our Values:

Core values are a set of principles that guide Wiregrass Georgia Technical College in creating its educational programs and environment and the foundation from which we perform work and conduct ourselves. We are convinced that the key to creating a truly great learning organization is an intense focus on the values that guide our actions.

- **Student Focused:** We value and respect all students as unique individuals. We assist students in identifying and realizing their educational goals and create an accessible and dynamic learning environment. We are focused on providing students with a positive educational experience.
- **Accountable:** We understand and value our individual roles in the college. We take responsibility for processes, decisions, and outcomes within our scope of influence. We work hard to communicate effectively and apply our expertise to continuously improve our systems and strengthen organizational performance.
- **Diversity:** We recognize the many diverse qualities of the citizens within our service area and strive to promote a positive and inclusive environment that encourages respect and enhances the unique qualities and strengths of each individual to ensure that all students, faculty, and staff have the opportunity to grow and to achieve their greatest potential.
- **Safety:** We strive to be proactive in promoting a safe and secure environment that enhances the learning process by allocating appropriate resources toward preparedness training, communication, and highly qualified security staff to ensure the protection of all students, faculty, staff, and visitors on our campuses.
- **Exceptional Service:** We create and improve relationships through positive interactions with others. United by a common purpose to support and improve learning, we collaborate to provide lifelong learning opportunities that enhance the well-being of individuals, businesses, and communities.



2019 GOALS

GOAL 1: Provide Avenues for Student Success

Strategic Objectives:

- 1.1 Develop programs for targeted, under-represented populations.
- 1.2 Create a welcoming atmosphere for students.
- 1.3 Identify and remove barriers for students.
- 1.4 Offer programs of study that are in high demand by local industry.

GOAL 2: Promote Excellence in Learning and Teaching

Strategic Objectives:

- 2.1 Various teaching methodologies will be enhanced based on instructor needs, through the use of the Center of Excellence, and assessed through measurements established through the Quality Enhancement Plan (QEP).
- 2.2 The effectiveness, quality, and safety of all programs, services, personnel, and facilities will be continuously assessed through the use of student surveys, colleague surveys, and the Offices of Institutional Effectiveness and Institutional Research.
- 2.3 The rigor of occupational programs will be maintained by the continual pursuit of program accreditation.
- 2.4 The educational quality of all programs will be maintained and improved through efficient and cost-effective management practices.

GOAL 3: Strengthen Workforce Development

Strategic Objectives:

- 3.1 Ensure Adult Education students receive excellent academic and career training to earn a measurable skill gain and transition to post-secondary education and careers.
- 3.2 Increase the skill level of our current workforce by providing targeted credit programs, non-credit customized training, professional certifications, and student apprenticeships.
- 3.3 Seek creative partnerships with the K-12 system and the Department of Corrections to help increase our workforce pool numbers and to meet industry needs.

2018 STRATEGIC PLAN STATUS OF GOAL ATTAINMENT

WGTC Strategic Goal		Measures of Goal Attainment
<p>Goal 1: Advance Excellence and Innovation in Teaching, Learning, and Service</p> <p>1.1 Enhance various teaching methodologies based on instructor needs;</p> <p>1.2 Continuously assess effectiveness of all programs, services, and quality of faculty, staff, administration, and facilities.</p>		
<p>Goal 2: Cultivate a Student Centered Environment of Ownership and Responsibility</p> <p>2.1 Promote awareness and access to student organizations;</p> <p>2.2 Provide more opportunities for leadership development for student state officers;</p> <p>2.3 Improve student awareness and involvement in the advisement process.</p>		<p>1.1 Implemented QEP professional development for instructors to 6 cohorts; purchased new high fidelity simulation mannequins.</p> <p>1.2 Various processes have been utilized throughout the year to assess the effectiveness of the college in all areas. Those processes include IFCC meetings, the annual colleague survey, the annual student survey, NACEP surveys for dual enrollment, End of Semester course evaluations by students and faculty evaluations by students, Adult Education semi-annual surveys, and the ARC satisfaction surveys. Successfully gained or maintained program accreditation.</p> <p>2.1 Blackboard Connect (referred to as myConnect) was implemented and Student Activities coordinator and other student organization advisors were given training and access to use the system to promote student organizations. Marketing and Public Relations worked with Student Activities Coordinator and other organization advisors to promote student organizations, their activities and engagement via social media, student email, and text messaging.</p> <p>2.3 Early advisement and registration initiatives; advisement campaigns w/EAB Campus; purchased and promoted EAB Navigate usage w/students; Class advisement sessions; increased social media presence of the ARC; my success workshops; appointments are scheduled by the admissions office while student is in office, discuss advisement process; 7 days of success (classroom visits).</p>
<p>Goal 3: Enhance the Economic and Workforce Development of the Region</p> <p>3.1 Ensure that individual, corporate, and community workforce needs are met through focused educational programs and economic development efforts within each county served;</p> <p>3.2 Deliver high quality, relevant, customized training to enhance workforce skills to the business sector, with emphasis on strategic industries;</p> <p>3.3 Deliver high quality, customized contract training to enhance workforce skills to the business sector, with emphasis on high demand career fields;</p> <p>3.4 Work with community partners to achieve economic development goals and strategies including business recruitment and retention efforts;</p> <p>3.5 Provide certification training and testing for enhanced credentials in the workforce.</p>		<p>3.1 An up-to-date listing of continuing education offerings are posted on the WGTC website under the Economic Development tab.</p> <p>3.2 & 3.3 Offered EMS course and Certified Nurses Aid training.</p> <p>3.4 Talks with Tina.</p> <p>3.5 Provided testing for servsafe, pesticides, and forklift training.</p>
<p>Goal 4: Support, Encourage, and Grow the Adult Education Program</p> <p>4.1 Strengthen existing AE sites;</p> <p>4.2 Provide intake, planning, support, and transition services to link students to pathways and promote successful transitions to postsecondary education and employment, career, and civic responsibility;</p> <p>4.3 Expand the use of assessment, curricula, and instructional practices that will prepare students for further education and careers. Align professional development and technical assistance to the mission of supporting students' preparation for postsecondary education, careers, and civic responsibility;</p> <p>4.4 Utilize GALIS data collection to inform program development and improvement;</p> <p>4.5 Continue to encourage state and federal support of the AE program and services within the state and WGTC service area.</p>		
		<p>4.1 Conduct semi-annual needs survey with each of the 11 counties advisory councils.</p> <p>4.2 Monthly transition report submitted to TCSG OAE documenting student orientation, GeorgiaBEST soft skills training, career services workshops, post-secondary information workshops, and partner referrals. Adult Education transition specialists work as liaison with admissions/FA to assist students applying for GED Step-up and transitioning from AE to regular college classes. GED scholarships are provided to AE students who demonstrate they are ready for GED testing.</p> <p>4.3 Local and state-wide professional development offered on contextualized instruction and College and Career Readiness Standards.</p> <p>4.4 Data is entered into GALIS daily. Reports are utilized by program administration, transition specialists, and instructors to track student progress and instructor/program benchmarks.</p> <p>4.5 RFA submitted to TCSG OAE for federal and state funds annually. SGRC Out of School Youth grant and Literacy to Work grant still continuing.</p>

2018 STRATEGIC PLAN STATUS OF GOAL ATTAINMENT

WGTC Strategic Goal

Measures of Goal Attainment

Goal 5: Foster a Work Environment of Accountability, Cooperation, Communication, Teamwork, and Support

- 5.1 Promote college-wide communication through regular dialogue (virtual and face-to-face) between administration and all other employees;
- 5.2 Enhance opportunities for all employees to participate in decision-making processes;
- 5.3 Enhance new employee, faculty, and adjunct faculty orientations;
- 5.4 Establish a structured new faculty and adjunct mentoring program;
- 5.5 Establish an interdepartmental mentoring program and increase cross-training within departments for all staff;
- 5.6 Provide professional development opportunities for all employees;
- 5.7 Identify areas of concern related to employee morale and develop and implement strategies to address concerns;
- 5.8 Assess existing employee job satisfaction by conducting an annual individual employee personal satisfaction inventory.

- 5.1 Monthly employee newsletters were created on the BHL and CFE campuses of the college to not only provide communication to those employees but also provide an opportunity for those employees to submit information; Monthly and quarterly lunches and get-togethers, employee driven, are held on BHL and CFE Campuses and WGTC administration are invited; a Foundation newsletter has been created to inform employees of Foundation news; EAB to better communicate with peers; developed advising and faculty portal on Sharepoint; Utilized EAB campus/case management features for certain student issues and processes.
- 5.2 Employees serve on college-wide standing committees for which they can volunteer for service. Committees meet each semester or more if warranted. Ad hoc committees are created as special projects warrant for which employees are either assigned or may volunteer. Employees also serve on state IFCC meetings to review their program's standards; attend peer group meetings state-wide as scheduled; and help create projects where they participate in decision-making.
- 5.3 Implemented new teacher orientation.
- 5.4 Administered teacher mentoring program.
- 5.5 Student Affairs does cross training on a training plan every Friday in Oct, Nov, Feb, Mar, and one full day in Jun.
- 5.6 DegreeWorks training for all faculty; Attend advisory peer group meetings and TCSG conferences; Attend EAB summit; Travel budget total for FY 18 was increased by \$71K or 64% from FY 17 allowing more opportunities for staff development; administered and implemented staff development tracking through Wiregrass Assist. Provided professional development day for CEP instructors. All FAFSA staff are attending annual training; other areas attending annual staff development.
- 5.7 Implementing social events to bring staff together; Employee meeting and celebration where all employees will come together on July 12.
- 5.8 An annual colleague survey is sent out annually to all employees and once the results are in, they are sent to all employees of the college.

Goal 6: Increase Student Access, Transfer, and Success

- 6.1 Increase access to associate degrees and higher programs through university partnerships, scholarships, articulation agreements, and financial support;
- 6.2 Promote the transition of AE students into credit programs at WGTC;
- 6.3 Enhance the quality of online courses offered through WGTC;
- 6.4 Provide appropriate course offerings for WGTC students;
- 6.5 Meet benchmarks of CCG;
- 6.6 Develop the ARC to promote student success;
- 6.7 Continue to expand resources to support veterans and military families in our area;
- 6.8 Reduce barriers to student access to WGTC.

- 6.1 Additional articulation agreements were established. TCSG revised the statewide articulation agreement of core courses and completed statewide agreements for system with private colleges in Georgia. Additional associate degree programs were added to program offerings including Optical, Surgical Tech, and General Business. Last mile funds were established with Foundation support and additional scholarships opportunities created to aid students with degree completion.
- 6.2 Adult Education employed several transition coordinators under WorkSource (Workforce Investment Opportunities Act). GED STEP-UP program expanded list of eligible programs for students to enroll in while completed GED. GED college ready test scores in place to replace placement testing.
- 6.3 The distance education department reviewed the number of on-line faculty who participated in online faculty orientation prior to teaching an online class. Based on the statistics, the executive vice president mandated that faculty must complete prior to being assigned a course. The ARC identifies class needs with EAB Navigate/Campus semester planning; use of Respondus Monitor & Respondus; GED Step-Up Program.
- 6.4 Dean and ARC staff review course scheduling, course cancellations, and course requests to create most appropriate semester offerings. myNavigate planning feature allows students to enter their desired schedules for several semesters out and this is used to plan course offerings.
- 6.5 Researched leavers to award students CCG ICCS.
- 6.6 Advising and Retention Centers were established to serve all campuses. Once students are admitted to college they are assigned an advisor from the ARC and work with that advisor to put in place an academic plan for success including program (major), course schedules, access to additional student services for success, and advisors track student progress through each term.
- 6.7 Veteran and Military Services Coordinator implemented the Fast Track program to advance Air Force personnel toward the completion of their Community College of the Air Force Associate Degree. Courses are offered in 5-week increments and focus on key core areas. Introduced the VA lounge on the Valdosta Campus and a Green Room to address need for quiet space for those with PTSD or other medical concerns. Worked to implement a VA work-study program and grow the Student Veterans of American Student Organization Chapter. Added the services of veteran counselors for student access. Organized training for faculty and staff on PTSD signs and response. Recognized by state as having the 4th largest enrollment of veteran students and recognized nationally for one of the best veteran programs.
- 6.8 Worked with system office to add additional placement options for new students, changed some admissions procedures to be more student friendly and reduce complicated processes. re-organized admissions staff for better flow of processing applications, added new tools for communicating with prospective students, initiated a committee to work on recruitment, support and retention of African American males, provided additional training for faculty on student with disabilities and services, applied for and received increased funding from Worksource (WIOA) to aid students with additional college costs, and brought in additional resources from community organizations to help students with program completion obstacles.

2018 STRATEGIC PLAN STATUS OF GOAL ATTAINMENT

WGTC Strategic Goal		Measures of Goal Attainment	
Goal 7: Promote the Value of a WGTC Education			
<p>7.1 Create campus specific marketing materials for each of the four campuses;</p> <p>7.2 Increase enrollment of first time college students by promoting WGTC as a first choice institution for graduating high school seniors;</p> <p>7.3 Increase enrollment and completion in high demand career programs through the promotion of those programs to adult learners. Successful completion and progression will be tracked through college benchmarks including but not limited to adult education level completers, GED diploma attainment, retention, graduation rates, and job placement. This data will be used to promote the value of earning a WGTC award.</p>	<p>7.1 Created program specific videos for marketing to seniors and others; EAB Navigate/Campus; each campus and program has marketing materials.</p> <p>7.2 College enrollment up 3.5% over previous year. First time college enrollment held steady (AY 2018 – 39.2%, AY 2017 39.2%).</p> <p>7.3 More dual enrollment programs delivered; 9% increase in HS dual enrollment from FY 17 to FY 18.</p>		
Goal 8: Be a Fiscally Responsible College			
<p>8.1 Increase grant-seeking opportunities through a structured process that is reviewed and updated annually;</p> <p>8.2 Communicate to the college's foundations the need for additional funds to support the increasing need of existing scholarship programs and the need for additional funds to support new scholarship initiatives;</p> <p>8.3 To the extent appropriate and possible, keep the faculty and staff informed of major budget issues and make public suitable information regarding the annual capital and operating budgets;</p> <p>8.4 Provide regular budget reporting to monitor performance and accountability for responsible staff and ensure that planned uses of resources do not exceed funds available.</p>	<p>8.1 Grant applications were submitted through the US DOT, USDA RUS DLT, USDA RBDG, USDA CF, SACSCOC, and NSF.</p> <p>8.2 Foundation North approved funding in excess of \$300,000 for new computers for the BHI campus during this FY.</p> <p>8.3 President presents the FY budget highlights at faculty/staff meeting at beginning of fiscal year; Finance committee meets each semester to review budget and recent monthly financial report and for discussion of various topics related to the finances of the college.</p> <p>8.4 Budget information is updated regularly in Wiregrass Assist for budget managers to review status. Budget amendments are presented to Dr. Anderson for approval when needed; prepared a balanced budget for the fiscal year; communicated budget comparison reports to departments online through Wiregrass Assist.</p>		



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GEORGIA TECHNICAL COLLEGE®