



2011 – 2012

ACCOUNTABILITY DOCUMENT

Williamsburg Technical College
601 Martin Luther King Jr. Avenue
Kingstree, SC 29556

Section 1 – Executive Summary

1. Organization’s stated purpose, mission, and values

Purpose Statement

Williamsburg Technical College, a public two-year college granting associate degrees, diplomas, certificates and continuing education units, provides quality, affordable, and accessible learning opportunities so students can gain knowledge and skills to achieve their educational goals and provides training opportunities to meet area business and industry needs in a supportive environment that is fiscally, administratively and academically sound.

Mission Statement

Williamsburg Technical College, a member of the South Carolina Technical College System, is a public, two-year, associate degree, diploma, and certificate granting institution serving Williamsburg County. The mission of Williamsburg Technical College is to offer quality, affordable, and accessible educational opportunities and experiences that enable students to acquire the knowledge and skills to achieve their goals and to encourage economic development in Williamsburg County. The College offers to residents of Williamsburg County with varying academic skill levels the opportunity for postsecondary vocational, technical, and occupational programs leading directly to employment or maintenance of employment in any of the area’s manufacturing firms specializing in textiles, plastics, or metal fabrication. Additionally, Williamsburg Technical College offers postsecondary vocational programs leading directly to employment or maintenance of employment in many of the county’s service industries to include cosmetology, nursing, and automotive repair. Associate degree programs are also offered which enable students to gain access through transfer to other postsecondary education. Through curricular programs and extensive continuing education and special programs and in cooperation with business and industry, the College attempts to produce ethical and skilled employees with leadership abilities who are also competent in their fields, capable of adjusting to change, and knowledgeable of current technological advances.

Values

Williamsburg Technical College affirms the following values as guides for the institution to fulfill its mission, goals, philosophy, and operational procedures. The College is committed to the following:

- ***Students***: belief in the capacity of individuals to be productive, to grow, and to achieve their highest potential.
- ***Quality Education***: commitment to high standards for educational programs that enhance the personal, social, and economic potential of the individual.

- ***Access***: commitment to educational access for all who are eligible and who have the desire and ability to benefit from program offerings.
- ***Contribution to Community***: recognition of a partnership with and respect for cultural diversity in the community which supports local civic, economic, educational and cultural needs, and enriches the quality of community life.
- ***Quality Work Environment***: commitment to instructional and organizational development which results in open communication and involvement in planning and decision making in an ethical environment.

2. Major achievements from the past year

During the 2011-2012 academic year, Williamsburg Technical College accomplished several long-term project goals as well as a number of improvements in the way courses are delivered and in the services offered to the students and to the faculty and staff. A few of the most notable accomplishments for the year are as follows:

- During the June 2012 meeting of the Southern Association of Colleges and Schools Commission on Colleges Board of Trustees, accreditation for Williamsburg Technical College was reaffirmed through 2022. The college has maintained full accreditation since 1977.
- In April 2012, Dr. Patricia A. Lee was selected as the college's President effective July 2012 with the start of the next fiscal year.
- The college, in consortium with ten other South Carolina technical colleges and Clemson University, was awarded a portion of a \$20 million grant through the U.S. Department of Labor and Department of Education for targeted job training and workforce development. As a result, the college's new ASSIST Department has begun implementing the Workforce Readiness Program, initially focusing on prospective student orientations and program development.
- During the Spring 2012, the college successfully launched a new email system which now serves as a primary communication tool for students, faculty, and staff.
- Once again, the college's Practical Nursing Program recorded a 100% pass rate on the NCLEX-PN licensing examination.
- In order to more effectively identify and meet student needs and expectations, the college began participation in the CCSSE, CCFSSSE, and SENSE surveys, wherein Williamsburg Technical College survey responses are statistically compared to responses from community colleges and technical colleges nationwide.

3. Key Strategic Goals

The college reviewed its three-year strategic plan in 2011, reaffirming five primary initiatives for the 2011-2014 period and 14 supporting goals.

The Key Initiatives for 2011-2014 are as follows:

- Provide educational and training programs to support current and anticipated work force needs.
- Provide continuous quality improvement to the educational and administrative process.
- Effectively integrate and utilize information technology systems.
- Establish the College as the preeminent educational and economic development resource in the community.
- Identify solutions necessary to improve College sustainability.

To achieve the five guiding initiatives of the college, 14 goals were established and defined by the college divisions and officers.

Goals Supporting the 2011-2014 Strategic Plan include the following:

Goal 1.1: Scan the local environment for additional programmatic needs and respond accordingly.

Goal 1.2: Increase enrollment and improve retention through innovative marketing and customer service strategies.

Goal 1.3: Increase participation of high school students in the dual enrollment program.

Goal 2.1: Prioritize and sustain campus-wide quality improvement processes.

Goal 2.2: Invest in employee development and growth.

Goal 2.3: Provide excellent service to students and stakeholders by continually improving processes.

Goal 3.1: Enhance the use of technology as a means of communication both internally and externally.

Goal 3.2: Utilize information as a tool for strategic and operational decision-making.

Goal 3.3: Enhance educational opportunities by providing instruction through distance learning.

Goal 4.1: Strengthen relationships with all stakeholders.

Goal 4.2: Enhance the physical and virtual appearance of the College.

Goal 4.3: Promote the College's contributions to the community.

Goal 5.1: Identify and pursue alternative resources and funding opportunities in support of institutional and work force needs.

Goal 5.2: Refine and enhance budget procedures tied to College priorities/initiatives.

4. Key strategic challenges

Key strategic challenges facing the college include operational, human resources, financial, and community-related items. As the smallest technical college, serving only one rural county plagued by a depressed economy, the college must continuously, aggressively seek to partner with external resources. However, economic constraints including a limited number of large, locally-based industrial partners and high unemployment compound the challenges of locating and securing funding support.

5. Use of the accountability report to improve organizational performance

Williamsburg Technical College uses the Accountability Report results as part of its institutional effectiveness process and has established it as an historical source document for a number of internal measures of success. The Area Commission and the Administrative Staff are briefed concerning the content of the report annually and the accomplishment of stated goals and objectives. College staff and leaders annually review the attainment of goals and address action for improvement or revision of goals.

Section II – Organizational Profile

1. Organization's main educational programs, offerings, and services and the primary methods by which these are delivered

Williamsburg Technical College offers a variety of curriculum programs through the primary use of traditional lecture and lecture/lab methods. The addition of Moodle, however, has allowed some courses to be delivered in a hybrid format with students attending some scheduled classes and submitting work on-line. Additionally, the college offers a variety of continuing education classes and training seminars designed for either personal enrichment or workforce development. The curriculum programs currently offered by the college include the following:

Degrees:

- Associate in Arts
- Associate in Science
- Associate of Applied Science in Administrative Office Technology
- Associate of Applied Science in General Business
- Associate of Applied Science in General Technology
- Associate of Applied Science in Early Care and Education

Diplomas

- Administrative Support
- Practical Nursing
- Cosmetology

Certificates

- Automotive Repair and Basic Automotive Repair
- Construction Trades
- Drafting and Design Technology
- Early Childhood Development
- HVAC/R Technology
- Machine Tool Technology and Basic Machine Tool Technology
- Medical Office Clerical Assistant
- Microcomputer Business Applications
- Small Business Management
- Welding and Basic Welding
- Word Processing

2. Key student segments, stakeholder groups, and market segments

Students

Williamsburg Technical College considers its students as its major and most important stakeholder group. There is diversity in students' ages, races, and reasons for being enrolled in courses for credit or for continuing education. Generally, the largest group of students is African American, over twenty-five, female, and enrolled in courses for credit to enhance their employability.

Stakeholders

Stakeholders include students, the community in general including the local school district, the Area Commission, the staff and faculty of the college, and local business and industry and governmental units.

Market Segments

Market segments include traditional students recently graduated from high school or within the past 3-5 years of high school graduation, transient students taking classes at WTC to transfer to four-year institutions, older students returning to continue their education either by choice or as the result of business closings and layoffs, business personnel seeking employment upgrades (for credit or for Continuing Education Units), and students employed on shift work or homebound seeking online instruction.

3. Operating locations

All Williamsburg Technical College's operations are located in Kingstree in Williamsburg County, its designated service area. The institution consists of four buildings on a 40-acre campus plus a warehouse building located about five miles outside the town limits.

4. Number of Employees

At the time of this report, the college employs 64 full-time employees. Included in this figure are 20 full time faculty. Demographically, 13 employees are white males including 7 faculty; 13 are black males including 2 faculty; 23 employees are white females with 7 of these being faculty; and 15 are black females with 4 being faculty.

The college also employs a number of part-time employees for a variety of purposes, including adjunct faculty, tutors and administrative support. Typically, the number of adjunct faculty employed is between 30-40 and with other part-time employees the total number fluctuates between 40-50.

5. Regulatory environment

Williamsburg Technical College is one of the sixteen technical or community colleges in the South Carolina Technical College System. As such, it is regulated by the State Board for Technical and Comprehensive Education Policies and Procedures, and has reporting responsibilities to the local Area Commission, the South Carolina Commission on Higher Education (CHE), the Commission on Colleges of the Southern Association of Colleges and Schools (SACS), the United States Department of Education, and other accrediting agencies and boards.

6. Governance system

As established by the South Carolina Legislature in 1969, Williamsburg Technical College is governed locally by the eleven-member Williamsburg Technical College Area Commission that sets policies. The college president reports to the Commission, and the senior leaders of the institution report to the president. The president and senior administrators establish procedures and make major decisions regarding the college operations on a day-to-day basis. The senior administrators include: Vice President for Academic Affairs; Vice President for Student Affairs;

Vice President for Business Affairs; Director of Development and Public Relations; and Director of Planning, Research, and Grants.

7. Key suppliers and partners

Key partners (non-funding) are the Williamsburg County School District, Williamsburg Regional Hospital, Williamsburg County Economic Development Board, Williamsburg County Home Town Chamber, Williamsburg Technical College Foundation, SC Economic Security Commission, South Carolina State University and ReadySC. Workforce Investment Act (Waccamaw Workforce Investment Board of the Waccamaw Regional Council of Governments) is often a funding partner for selected activities.

Williamsburg Technical College works with suppliers such as FTC, Santee Electric Cooperative, The Kingtree News, National Welders, Barnes and Noble, Prentice Hall, Datatel, Verizon, Fisher Scientific, Office Depot, Control Management, and Johnson Controls.

8. Key competitors

In the offering of university transfer coursework, Williamsburg Technical College is the only two-year college within the service area of Williamsburg County, but Limestone College (a private four-year institution) offers some college courses on a block schedule format in the area. Many colleges across the entire United States, both four-year and two-year, however, offer a multitude of courses via on-line delivery through the world-wide web. Limestone is not only a competitor for our students, but also a competitor for adjunct faculty in the area.

The only direct competitor in the offering of vocational training in the area is the Personal Touch Beauty and Barbering Complex competing with the WTC cosmetology program only.

9. Factors contributing to competitive success

Williamsburg Technical College offers a number of additional services not offered by competitors in the area such as financial aid, free tutoring and an on-site bookstore. Additionally, as a small college, the classes are small, offering students more one-on-one help which greatly enhances the benefits of the WTC experience. WTC also has a much lower tuition rate when compared to competitors. College faculty and staff strive to maximize the personal touch and are willing to devote their time, energy and personal resources to the benefit of students. This interaction brings a friendly face to an otherwise daunting challenge to many first-generation college students.

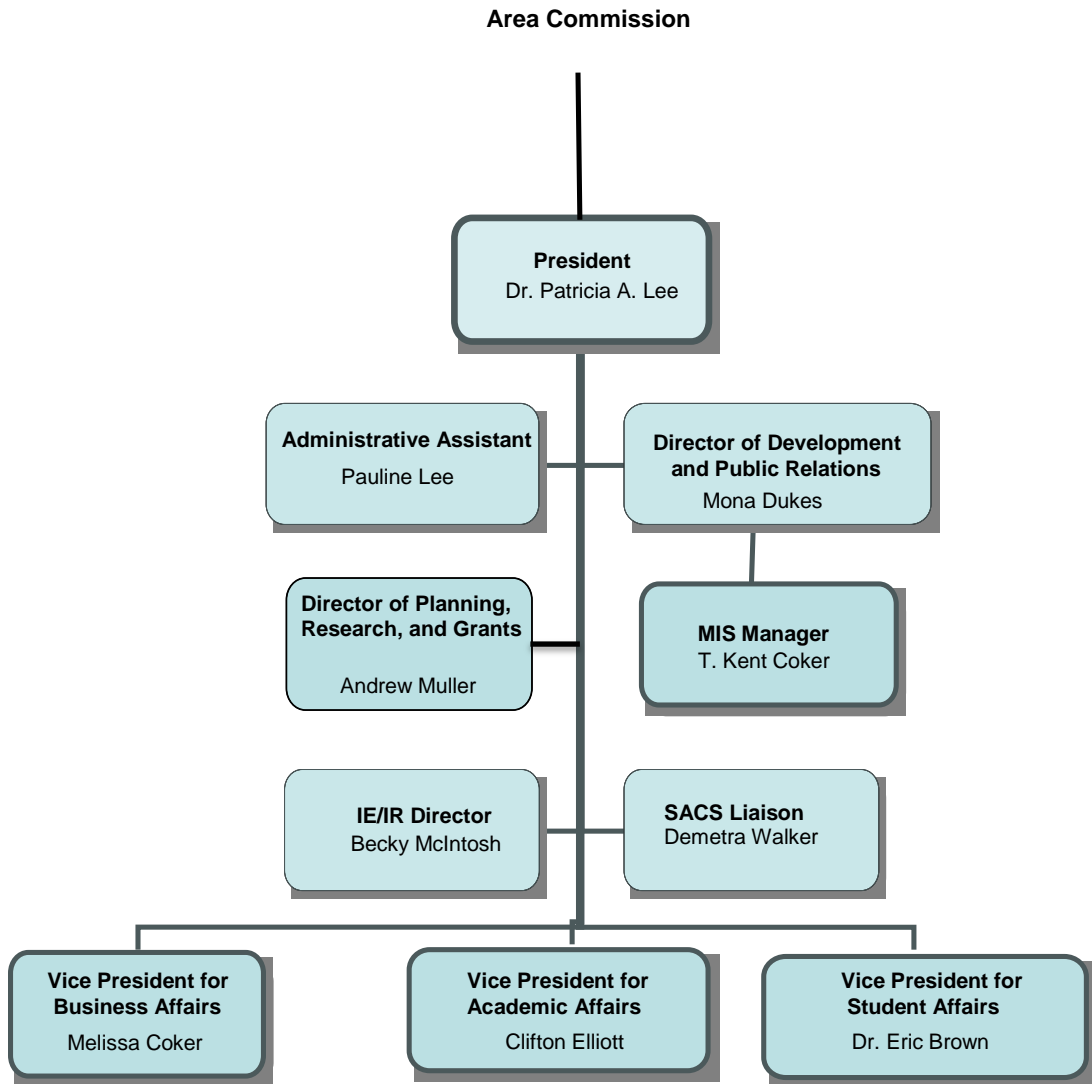
10. Performance improvement system

As one of the sixteen technical colleges in the South Carolina system and as a college fully accredited by the Southern Association of Colleges and Schools, Williamsburg

Technical College is required to measure institutional effectiveness and to report to several external agencies regarding assessment of the WTC programs and support services. To comply with these requirements, WTC has established an annual routine of surveys of administration, goal setting, and data review to constantly improve its programs and services. The IE cycle begins in July of each year and assessment occurs through June.

Within each division, each manager submits specific goals, means of measurement, and then records the actual results/outcomes. The outcomes are analyzed and reviewed and kept for further development or altered depending on the results. If the outcomes are unsuccessful, the division or department devises methods to remedy or correct the situation. Improving overall performance through this cyclical process is the primary objective of institutional effectiveness.

11. Organizational Structure



1. Expenditures/Appropriations Chart

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
		State: 1,500,000.00 Federal: 3,337,220.00 Other: 1,510,640.00 Total: 6,347,860.00 100 % of Total Budget:	State: 1,400,989.00 Federal: 3,079,544.00 Other: 1,424,019.00 Total: 5,904,552.00 100 % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
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* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

2. Major Program Areas Chart

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,904,353	\$ 984,102	\$ 2,811,520	\$ 972,121	\$ 2,900,500	\$ 970,000
Other Operating	\$ 2,584,893		\$ 2,202,248		\$ 2,300,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 858,614	\$ 515,898	\$ 890,784	\$ 428,868	\$ 900,000	\$ 420,000
Non-recurring						
Total	\$ 6,347,860	\$ 1,500,000	\$ 5,904,552	\$ 1,400,989	\$ 6,100,500	\$ 1,390,000

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	3 Expenditures
Supplemental Bills	\$ -	\$ -
Capital Reserve Funds	\$ 18,459	\$ 1,987
Bonds	\$ -	\$ -

Section III – Elements of Malcolm Baldrige Criteria

Section III, Category 1 – Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

Under the oversight of the Area Commission, the President and senior leaders set, deploy, and communicate short and long-term direction through a variety of mechanisms. An Administrative Team, under the President's direction, reviews policy and other major functions regularly. At Administrative Team meetings, held weekly, the group shares information on college initiatives, progress, and causes for concern. These meetings allow for joint decision making by leaders with varying responsibilities working together to achieve goals and promote intradepartmental cooperation.

Throughout the process, each Administrative Team member works with his/her departmental staff to provide guidance in day-to-day operations. The flow of communications throughout the college is enhanced by the emailing of minutes of each Administrative Team meeting to the college staff.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's mission, strategic objectives, improve performance, and attain your vision?

In odd-numbered years, a college-wide meeting is held to assess strengths, weaknesses, opportunities, and threats. This is a brain-storming session where all constituents are free to make contributions. From these identified conditions, strategic objectives and innovations are developed in a meeting of the Administrative Team in a Strategic Planning Meeting for the coming year. In even-numbered years the same review is held within college divisions and the responsible division head brings the input provided to the Strategic Planning Meeting.

Additionally, the president conducts a post-registration meeting three times per year, soliciting input on how to improve the registration process by discussing problems identified at the previous registration/pre-registration period. The president has also established multiple college committees with varying responsibilities, such as the College Council, comprised of representatives throughout the college responsible for addressing, identifying and planning corrective action for any general problem facing the college and its workforce. The president is the liaison for this committee and brings her concerns to the Administrative Team for action.

The Vice President for Academic Affairs conducts a faculty orientation each year where problems or issues are addressed and corrected for the coming year. Following

the faculty orientation, each academic department conducts an annual department meeting including all full-time and adjunct instructors to examine and discuss departmental goals, curriculum, course syllabi, and textbooks. Every academic department also conducts an Advisory Committee meeting at least annually where business and industry leaders as well as academic leaders in the community are invited and encouraged to make recommendations to the current curriculum or make recommendations for new programs.

1.3 How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

All new and current employees, as well as members of the Area Commission, are required to sign an ethics statement, listing multiple examples of improper conduct for state employees. Additionally, the president and his/her administrative team continually focus on accountability. The recent trend of budget reductions and lower state revenues has put an increased emphasis on accountability to ensure that all funds are expended in the most efficient, goal-oriented manner.

Management accountability is accomplished through the monthly meetings with the Area Commission. In these meetings, significant initiatives or changes in policy, procedure, or state and federal regulations are reviewed. The Area Commission annually reviews the president's performance and the president annually reviews the performance of the division heads.

The fiscal, legal and regulatory accountabilities of the institution are monitored regularly via an array of audits from several regulatory agencies as well as independent external audits of business affairs. For example, there are federal program audits which monitor and check the financial aspects and grant compliance of the TRIO Program grants.

1.4 How do senior leaders create an environment for organizational and workforce learning?

All faculty and staff are eligible to enroll on campus in 9 semester credit hours per calendar year with no tuition charge. The Professional Development Committee also provides numerous professional development opportunities for the faculty and staff. In 2011-12, faculty and staff successfully completed courses as part of degree programs and individual courses that enhanced their workplace capabilities. Employees and staff also attended professional meetings and seminars associated with their employment responsibilities.

1.5 How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

By allowing and encouraging staff members to take courses (see question 1.4) or participate in seminars or workshops, senior leaders promote the development of

future organizational leaders. The college also strives, when budgets allow, to sponsor one employee each year in the South Carolina Technical College System Leadership Academy.

1.6 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

Senior leaders take every opportunity to recognize and reward outstanding performance in a number of ways. By nominating worthy candidates for state and national awards, by personally thanking employees, and by assigning more responsibility as earned, senior leaders engage, empower, and motivate faculty and staff.

As an illustration of the direct and active role from senior leaders, a full-time faculty member is nominated for the Governor's Professor of Year Award each year. For 2011, the college's nominee was a finalist for the award. Additionally, an adjunct faculty member is selected for a special award each year recognizing Excellence in Teaching, and the award is presented during the May commencement ceremony in front of the entire graduating class and faculty.

Annually, the college selects three employees as campus winners in three categories for the South Carolina Technical Education Association Educator of Year award in the administrator, instructor, and support staff category.

1.7 How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The performance evaluation of senior leaders is a one-way process. The President, as is the case with all technical college presidents, is classified as an Agency Head, thus the Agency Head evaluation process is used by the Area Commission, then the Agency Head Salary Commission. The Area Commission evaluates the president; the president evaluates the vice-presidents and others who report directly to him/her; the executive staff members, who are evaluated by the president, evaluate those who report to them, etc. The Area Commissioners are not evaluated. Performance reviews are incorporated into the next year's action plans. Senior leaders utilize employee suggestions to develop new ways to improve employee communication and performance.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

The Institutional Effectiveness Committee at Williamsburg Technical College identified eight Indicators of Effectiveness. The committee and the President agreed

that these indicators should be measured on a periodic and recurring basis so as to identify “abnormalities” or potential “health problems” of the college.

The list of Indicators of Effectiveness as selected by the IE Committee and approved by the President is as follows:

1. **General Education (Competencies Demonstrated)**
2. **Majors (Competencies Demonstrated)**
3. **Student Engagement (CCSSE/CCFSSE/SENSE Survey)**
4. **Positive Opinion of Program’s Quality (Student Opinion Survey Results)**
5. **Graduation Rate**
6. **Retention Rate**
7. **Graduate Job Placement Rate**
8. **Performance of Transfers at 4-Year Colleges.**

1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

A Curriculum Review Committee comprised of faculty and members from the Office of Enrollment Management meet each semester to review and report on the ongoing status of programs. This committee reviews all recommended additions and changes to current programs as well as all recommendations for the termination of programs. Annually, the college reports to the South Carolina Technical College System Office on the viability of its programs, including enrollment, graduation, and employment data. The system office determines appropriate thresholds of enrollment, graduation and employment for program viability; however, the college may choose to cancel a program if demand or funding is expected to decline.

1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization’s students contribute to improving these communities.

Annually during the Strategic Planning Meeting, the president and executive staff review the mission, vision, and values of the college. One of the values of the college, affirmed by the senior leaders, that guides the emphasis for organizational involvement and support, simply states the following:

Contribution to Community: recognition of a partnership with and respect for cultural diversity in the community which supports local civic, economic, educational and cultural needs, and enriches the quality of community life.

With this value as a guide, college workforce participates in numerous charity and civic events and activities including the Red Cross, Rotary Club, Home Town Chamber activities, Hospital Board, local festivals, and many church-related activities. These activities are links to the community, reinforcing the fact that the college is a viable and responsive partner in the demands of the community.

The values of the college also speak to equal access to all the people of Williamsburg County and in providing a quality learning environment. To demonstrate to the citizens of the community what their technical college had to offer, the college held an “Open-House” with the intent of educating the community about the programs available to them and to highlight how their tax dollars were being wisely spent. The event was a success and will continue on an annual basis.

Students are also guided by the values of the college through the faculty advisors of the various student organizations. The college chapter of Phi Theta Kappa, for example, has completed several community-oriented projects and has been recognized at the state and local level.

The college math and science department coordinated and organized the Twelfth Annual Math Contest on campus where area high schools participated, including Hemingway High, C.E. Murray, Carvers Bay, Johnsonville, Kingstree, and Williamsburg Academy.

Section III, Category 2 - Strategic Planning

2.1 What is your Strategic Planning process, including key participants, and how does it address:

- a. *your organizations’ strengths, weaknesses, opportunities and threats*
- b. *financial, regulatory, and other potential risks*
- c. *shifts in technology, student and community demographics, markets, and competition*
- d. *workforce capabilities and needs*
- e. *long-term organizational sustainability and organizational continuity in emergencies*
- f. *your ability to execute the strategic plan*

The Strategic Plan directs the college in the path it should follow to meet the mission and vision of the institution. It consists of broadly defined institutional *initiatives* that the college should strive to achieve within a three-year period, allowing the college to realize its vision for the future. While the initiatives set in the Strategic Plan guide the college for three years, they are assessed annually. The process for review and revision of the Strategic Plan begins in August of each year. On odd numbered years, all college personnel meet in July to perform a Strength, Weaknesses, Opportunities, and Threats (SWOT) analysis where everyone is free to contribute their thoughts regarding the direction of the college. On even numbered years, personnel within the college divisions meet to perform the SWOT analysis. The data and input acquired from these meetings are brought to the annual strategic planning retreat. At the retreat, typically scheduled by

the President in August, the President's Staff, utilizing data provided by Institutional Research and analyzed by the IE Coordinator, reviews the mission, vision, IE Process, and institutional initiatives of the Strategic Plan.

The IE Coordinator prepares the agenda for the retreat once a date has been set by the President. At the close of the retreat, The President's Staff will have either approved, or recommended changes to, the institutional initiatives, purpose statement, vision, IE Process, etc. All recommended changes to institutional initiatives or to the purpose statement must be forwarded from the IE Coordinator to the President for inclusion in the September agenda of the Area Commission meeting. The Area Commission reviews, approves, or revises the institutional initiatives and/or purpose statement submitted by the President at this meeting.

Following the commission's September meeting, the President's staff will meet to discuss the initiatives and develop annual goals to be achieved for each year in the three-year strategic planning period towards the accomplishment of the initiatives. Once completed, the plan will be disseminated to each division.

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

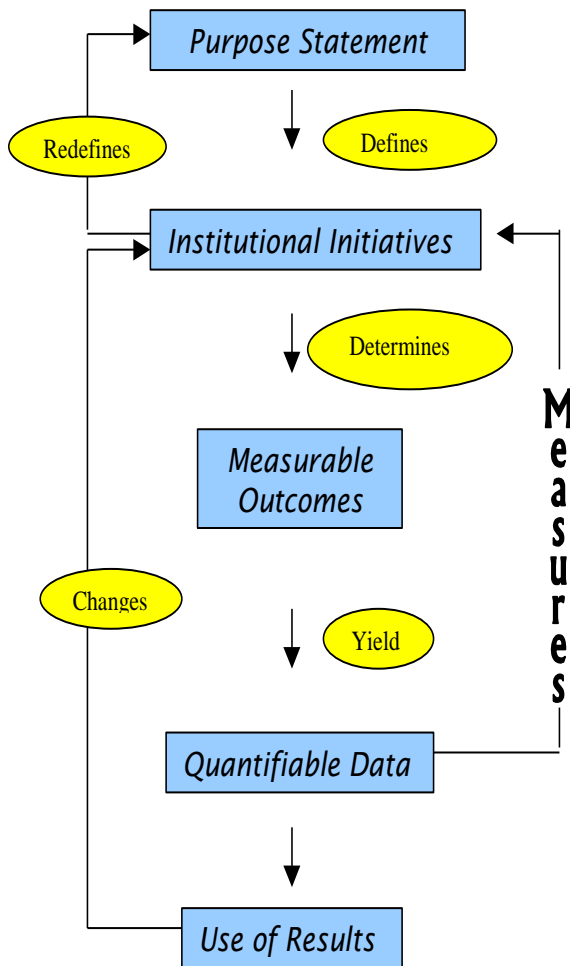
Specific objectives were crafted to address challenges facing the college in areas of enrollment, funding, and technology (see Section II, Item 2.7).

2.3 How do you evaluate and improve your strategic planning process?

As part of the Strategic Planning Process, the process, itself, is reviewed to ensure compliance with the stated goals and objectives of the college and the intent of accrediting agencies. .

Program Number and Title	Supported Organization Strategic Planning Initiatives	Related FY 09-10 and beyond Key Action Plan Goals and Timeline for Accomplishing the Plan.	Key Cross References for Performance Measures
Instruction	1. Provide educational and training programs to support current and anticipated service area work force needs	Goal 1.1: Scan the local environment for additional programmatic needs and respond accordingly. (2012)	7.2-1, 7.2-2
		Goal 1.2: Increase enrollment and improve retention through innovative marketing and customer service strategies. (2012)	7.1-4, 7.1-5, 7.1-6
		Goal 1.3: Increase participation of high school students in the dual enrollment program. (2011)	7.5-1
Instruction	2. Provide continuous quality improvement to the educational and administrative processes.	Goal 2.1: Prioritize and sustain campus-wide quality improvement processes. (2011)	7.1-8, 7.3-6, 7.2-2,
		Goal 2.2: Invest in employee development and growth. (2012)	7.4-1, 7.4-2
		Goal 2.3: Provide excellent service to students and stakeholders by continually improving processes. (2012)	7.1-8, 7.2-2, 7.3-5, 7.3-6
	3. Effectively integrate and utilize information technology systems.	Goal 3.1: Enhance the use of technology as a means of communication both internally and externally. (2011)	7.3-5, 7.2-3, 7.4-3
		Goal 3.2: Utilize information as a tool for strategic and operational decision-making. (2011)	7.3-1, 7.2-2, 7.1-6, 7.1-7
		Goal 3.3: Enhance educational opportunities by providing instruction through distance learning. (2012)	7.3-5, 7.3-6
Instruction	4. Establish the College as the preeminent educational and economic development resource in the community.	Goal 4.1: Strengthen relationships with all stakeholders. (2012)	7.2-1, 7.4-2, 7.5-2
		Goal 4.2: Enhance the physical and virtual appearance of the College. (2011)	7.3-5, 7.3-7
		Goal 4.3: Promote the College's contributions to the community. (2012)	7.1-1, 7.1-2, 7.1-3, 7.1-4
Instruction	5. Identify solutions necessary to improve College sustainability.	Goal 5.1: Identify and pursue alternative resources and funding opportunities in support of institutional and work force needs. (2010)	7.3-1, 7.3-2, 7.3-4
		Goal 5.2: Refine and enhance budget procedures tied to College priorities/initiatives. (2010)	7.3-5, 7.3-6, 7.4-2, 7.4-4

2.4 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.



draft of the Strategic Plan. (JULY)

Put simply, Williamsburg Technical College’s Purpose Statement defines what its initiatives will be. The initiatives of the college determine what measurable outcomes will be used to assess achievement of the goals. This assessment will yield quantifiable data, which the college will use to reaffirm or change its institutional initiatives which, in turn, are used to redefine the purpose statement of the college. The process is cyclic in nature. In other words, it never ends and is never complete.

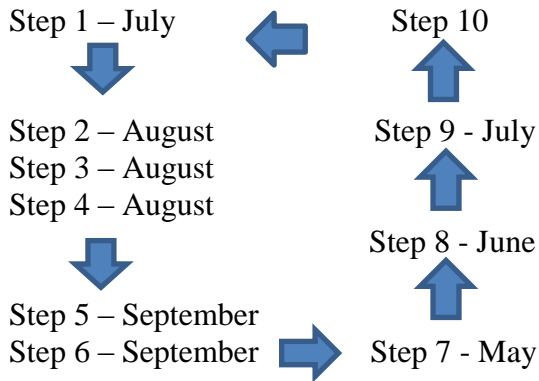
The process used by Williamsburg Technical College is essentially a 10-step process, which follows the fiscal calendar of the college.

On the following page, the diagram shows this process in graphic terms. In Step 1, the President’s Staff of the college reviews and approves (or recommends changes to) the mission statement, vision, and institutional effectiveness process. At this time they also identify the institutional initiatives based on Institutional Research data and prepare a

In Step 2, the Area Commissioners approve identified institutional initiatives as well as changes to the purpose, mission, and/or vision statements if needed. (AUGUST)

In Step 3, the President's Staff reviews, revises, and approves the *Strategic Plan*. (AUGUST)

In Step 4, the college, as a whole, develops the *Operational Plan*. This step is achieved first by the divisions developing their goals and outcomes in support of the *Strategic Plan's* institutional initiatives; then, once the divisions have developed their outcomes, the departments develop their IE Forms in support of divisional outcomes. (AUGUST)



In Step 5, all *Operational Plan* outcomes are routed to the IE Committee that ensures the results from the previous cycle are used in the development of outcomes for the current cycle, if appropriate, and recommend changes where necessary. In this step the committee also coordinates research efforts needed to assess stated outcomes. (SEPTEMBER)

In Step 6, the IE/IR Coordinator develops survey instruments for data collection needed for assessment. Coordination of data collection activities, if needed, will be communicated to the whole college. Additionally, the IE/IR Coordinator will maintain a record of all data analyzed. (SEPTEMBER)

In Step 7, the college divisions collect and submit their (and their department’s) completed assessments to the IE Committee for review. (MAY)

In Step 8, the IE Committee completes their review of the completed IE Forms and forwards a copy of the completed *Assessment Record Book* to the President. These collections of forms constitute the completed *Operational Plan* for the current cycle year. (JUNE)

In Step 9, the executive staff will review the completed *Assessment Record Book* for the current cycle, focusing on the Use of Results to prioritize funding and resource management issues for the subsequent cycle *Operational Plan*. (JULY)

In Step 10, the cycle begins again at Step 1.

2.5 How do you communicate and deploy your strategic objectives, action plans and related performance measures?

At the beginning of the cycle, each division conducts a meeting of all employees, staff, and faculty within the division where each is given a copy of the strategic initiatives and then develops their divisional goals to support the accomplishment of the college’s initiatives. Several workdays are set aside in the college calendar to allow time for record keeping and assessment of goals. At the end of the cycle, a copy of the completed Assessment Record Book is maintained in each Division Head’s office as well as in the Learning Resource Center (LRC) and President’s

office. A summary of the highlights of the prior year's cycle is also published on the WTC website in various IE Reports and in documents such as this one.

2.6 How do you measure progress on your action plans?

Multiple means of assessment are encouraged of all employees and divisions, and a variety of measures is often utilized. Examples of outcome assessment may include pre- and post-testing results, licensure pass rates, surveys, graduation and employment data. When available, comparison data is utilized from state and SREB averages. For the current year, the strategic planning process has attempted to form a linkage between the state accountability report and the WTC Strategic Plan with specific indicators to be reported in next year's report.

2.7 If the organization's strategic plan is available to the public through the agency's internet homepage, please provide an address for that plan on the website.

The Strategic Plan may be found at the following link:

http://www.wiltech.edu/images/stories/WTC_Strategic_Plan_2011-2014.pdf

Section III, Category 3 – Student, Stakeholder (External only), and Market Focus

3.1 How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

The best method currently available is to rely on demand (student registration) for the various classes and programs as they are offered. Programs are reviewed and sometimes discontinued when there is not enough demand. The use of historical data and trends is often a good predictor for the future.

While current demand is a good predictor of program success, it does not help in planning for future needs. The President often meets with community, business and education leaders and seeks their input for future needs. These needs are relayed to the Administrative Team for discussion and planning.

Another valuable asset in determining need is with the program Advisory Committees. These committees are primarily comprised of business and industry leaders in the local area, and the knowledge and foresight they bring to the planning table is often invaluable.

Prior to the approval of any diploma or associate degree, a needs survey is completed among potential employers to determine if there is sufficient demand in the area to warrant the offering of a proposed program. Only when demand is sufficient to maintain the viability of a new program is the program started.

3.2 How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

Advisory committees are active for each program at the college. These meet at least once per year and are composed of representatives of the business community affected by the graduates of the program. These committees provide strong leadership and guidance as to course offerings and topics that need to be emphasized within the courses. The college also conducts a Student Opinion Survey every semester which gauges student satisfaction with the various services of the college. Additionally, the college has suggestion boxes in the canteen area as well as Point-of-Sale boxes at multiple locations to allow students an additional means of providing immediate feedback or complaint. Every Monday, during the Administrative Team meeting, any student complaint submitted is brought before the committee for action or response. The responses or solutions are posted on the bulletin board in the canteen.

3.3 How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Several surveys are administered on a yearly basis to determine satisfaction with instruction and course offerings. Effective with the 2012 academic year, the college began participation in the CCSSE, CCFSSSE, and SENSE nationwide surveys administered by the University of Texas Austin. These surveys measure student engagement, faculty perceptions of student engagement, and new student engagement, respectively, and provide statistical analyses of WTC's results versus the survey cohort, small college survey participants, and rural colleges. As part of the ongoing process of collecting feedback, graduate surveys are given to determine whether students have been exposed to the necessary skills and knowledge to perform satisfactorily on the job. In addition, each student in every course completes a Course Evaluation Survey, and one of the questions is whether the course meets their needs of enhancing their progress toward their goals. Survey data, along with advisory committee input, is used by the Curriculum Review Committee in recommending changes, additions, or deletions to program offerings.

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

All of the survey data collected in the surveys mentioned in 3.2 and 3.3 are used during the strategic planning process described in section 2.1 by the president and the senior leaders. Additionally, data that relates specifically to either courses or programs are used by the Curriculum Review Committee in their decision making process for revision or affirmation of curriculum requirements.

3.5 How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

As a small technical college, WTC holds a distinct advantage in being able to build relationships to attract and retain students and stakeholders. Faculty and staff who come in contact with the students soon know them by name and develop positive relationships with them. From the admissions counselor, to the financial aid advisor, to the curriculum faculty advisor, to the business office clerk, to the bookstore personnel, there is a one-on-one connection with the student. At each of these points of contact, the student has an opportunity to complete a satisfaction card survey and deposit it anonymously. In addition, employees maintain active and positive working relationships with colleagues in other departments and in other organizations that allow informal dialog and honest feedback; they identify common issues and/or problems and work collaboratively to develop win/win solutions; they communicate clearly and clarify agreed upon roles and responsibilities in all joint projects; and they practice active listening skills at every point of contact with all stakeholders. Many college employees consistently practice the mantra of “deliver more than is expected.”

3.6 How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

Student complaints or suggestions are addressed every Monday during the Administrative Team meeting. The complaint or suggestion is evaluated by the entire team, and a response or action is crafted and published on the canteen bulletin board by the following day.

Faculty, as a chief stakeholder in the college, have the Faculty Senate as the primary mechanism to voice their concerns. The senate meets each semester and any complaint or concern is forwarded to the Vice President for Academic Affairs who is tasked by the senate’s by-laws to provide a written response within 30 days.

Faculty and staff also have the option of using the employee “Speak Up” boxes as a means of delivering anonymous complaints or suggestions to the Administrative Team. These complaints or suggestions are addressed by the team in the same manner as the students’ complaints during the Monday team meeting, but responses are posted on the employee bulletin board in the faculty and staff lounge the following day.

Section III, Category 4 – Measurement, Analysis, and Knowledge Management

4.1 How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The college incorporates a ten-step process, described in 2.4, to determine its strategic objectives and action plans. The accomplishment of the strategic plan at the division or departmental level determines the precise operations, processes and systems to measure to gauge accomplishment of this plan. To determine student learning and to track daily and overall organizational performance, the division employs a variety of measures depending on the expected outcomes. For example, the Academic Affairs Division uses a number of indicators such as licensure pass rates, pre and posttests, and course project demonstrations to determine if student learning is occurring. To track daily operations, the various departments submit a number of reports internally and to external agencies which serve as indicators of daily performance.

4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

Every academic department establishes expected student outcomes at the beginning of the IE cycle in each year and then assesses the level of success or lack of success at the conclusion of the cycle. These outcomes are determined after input from various sources, including business/industry input from advisory committees and student input from survey data, and individual faculty expertise. The departments establish the student outcomes, measure the attainment of these outcomes and then use the results to make improvements to the affected courses or programs.

The support units also establish expected outcomes and activities and report their findings to the senior staff and the IE Committee for incorporation into the following year's planning cycle and budget requests.

4.3 How do you keep your measures current with educational service needs and directions?

Key measures include an internal review of objectives and goals, graduation rates, placement of students, and student satisfaction as reported on the various surveys. Another important measure is input received from advisory committees regarding the performance of graduates who are employed by area business and industry. Comparison data of transfer students offer yet another measure as to the adequate preparation of students completing general education courses. These measures are first shared with the Vice President for Academic Affairs, and then to faculty and advisory committees. Based on these measures and outcomes, recommendations are then made to the Curriculum Review Committee where faculty discuss the proposal, and all recommendations for changes from this committee are forwarded to the Vice President for Academic Affairs for disposition.

4.4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

Because of the extreme differences between Williamsburg Technical College and other colleges, finding comparative data is difficult. WTC is the smallest of the sixteen technical colleges and the next smallest college is nearly twice as large. The academic departments do, however, utilize regional or national data as it relates to licensure tests in those programs requiring testing as a condition of employment.

4.5 How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

A key method is through this accountability report that is published on the college's website, available to anyone with access to the internet. Internally, the IE Coordinator has established a shared folder on a separate intranet server for the posting and reviewing of data that is accessible to all employees of the college while on campus.

4.6 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

Additional training for all personnel who enter data into the DATATEL system and especially for those persons who write the "rules" and set the priorities within the system continues to be needed as well as cross-training individuals in the MIS department.

WTC submits data relating to student enrollment, student completions, facilities, courses, and faculty consistent with data required by the SC Technical College System to be reported to the Commission on Higher Education and collected by the Southern Regional Education Board (SREB) and the National Center for Education Statistics (NCES) and to IPEDS. The college's part-time Institutional Effectiveness/Institutional Research official submits this data on a timely basis.

Security of the data is provided through passwords, firewalls, and other security software. Data availability for decision making is easily accessed by those needing to use the data.

4.7 How do you translate organizational performance review findings into priorities for continuous improvement?

The division vice presidents review the performance findings within their respective areas of control and provide feedback to the responsible employees or faculty. The division vice president is responsible for developing an improvement plan with the assistance and collaboration of the department head.

4.8 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

The Williamsburg Technical College Policies and Procedures Manual provides the best method of transferring organizational knowledge in addition to several booklets

and guides, comprising rules and procedures. The Academic Affairs division also utilizes a Faculty Handbook as a supplemental and condensed source of maintaining organizational knowledge. New employees are given an orientation, and supervisors conduct both formal and informal training. Faculty and staff are sent to peer group meetings within the state to collect and share best practices learned. When budgets allow, faculty and staff are also sent to professional conferences and annual meetings to collect and share information among other members at the college.

Section III, Category 5 – Workforce Focus

5.1 How do you organize and manage work to enable workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Vice presidents and managers/supervisors employ a variety of options to encourage and motivate employees to achieve their full potential. These options include the following:

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities when funds allow
- Affording employees the opportunity to exercise flexible work schedules
- Placing value on employee performance by maximizing available dollars to award performance increases
- Using the Employee Performance Management System (EPMS) and the Faculty Performance management System (FPMS) to recognize employee performance and to identify areas for improvement to assist the employees in maximizing their value to the organization
- College social and planning group meetings to enhance morale, motivation, and communication
- Encouraging professional development of employees through the establishment of annual individual professional development plans
- Establishing a CARE Committee to recognize birthdays, sicknesses, bereavements, and to select the “Member of the Month”
- Providing a “Suggestion Box” and a drop off for “Point of Service” evaluation cards
- Providing an “In the News” bulletin board on Faculty Row to post news clippings and honors received by faculty, staff, and/or their families

5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

As a small campus with fewer than 120 total employees including adjuncts, effective communication and skill sharing across departments, jobs, and locations is done informally as well as formally. Employees and faculty meet in the halls, between classes, at breaks, and at college functions and talk about what works and what doesn't work. Additionally, there are more formal means of communication, such as the campus-wide meetings held before and after registration to assess what was done right and what should be improved. There is also a weekly meeting of the President's Administrative Team to discuss plans and share information and schedules, and the minutes of these meetings are posted to the college's intranet site and are available to all employees.

Periodically, faculty members conduct mini-workshops to share skills and knowledge.

5.3 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

As previously discussed, the FPMS and EPMS forms are vital in setting goals, assessing goals, and encouraging high performance connected with the action plans. Each employee has the opportunity to meet one-on-one with his/her supervisor to do the planning and the evaluation portions of these documents.

5.4 How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

As mentioned in 1.4, the college allows faculty and staff to complete up to nine credit hours per year tuition-free. All faculty have additional responsibilities beyond the normal teaching duties expected of instructors. Every faculty member sits on at least one college committee and many perform additional duties including Perkins IV administrator, SACS Liaison, Dual Enrollment Liaison, Committee Chair and IE/IR Coordinator. All of these administrative responsibilities prepare faculty for further responsibilities and appointment as Department Head.

Williamsburg Technical College is small and its offices are equally small. Staff members perform their duties, literally, side-by-side with coworkers. This closeness allows staff to easily share and learn other staff members' duties. Most positions at the college are one-deep slots, and there is a great need for additional cross training in all areas to prevent a sudden vacancy from becoming a crisis.

5.5 How does your development and learning system for leaders address the following:

- a. Development of personal leadership attributes;
- b. Development of organizational knowledge;
- c. Ethical practices;

d. Your core competencies, strategic challenges, and accomplishment of action plans?

- (a) By allowing the staff and faculty to complete up to nine credit hours a year, tuition-free, the college follows a “grow your own” policy of preparing for its future needs. This practice allows staff members to upgrade their credentials or receive training in areas needed by the college. When funding has allowed, the college has supported staff members who have enrolled in the USC Leadership Academy. Additional coursework helps educate and prepare staff for future leadership positions.
- (b) All personnel are required to sit on at least one college committee. Participation on college committees allows employees to not only have a voice in the conduct of the college, but also allows them an opportunity to learn about the organizational structure of the college.
- (c) All employees are required to sign an ethics agreement, but those employees who participate in the USC Leadership Academy also receive additional instruction in ethical practices.
- (d) Workshops are held throughout the year at both the college and divisional level which instruct personnel on the IE Process and their required involvement. This instruction includes information about the strategic and operational plans.

5.6 How do you assess your workforce capacity and capacity needs, including skills, competencies, and staffing levels?

The college presently has no specific mechanism in place to fully assess the workforce capacity or capacity needs. Most functions are performed by a single individual, so if that person’s position becomes vacant, one is hired to replace them. If a department head determines a need, he/she must complete a Request to Fill form and forward it to the Human Resource Director for action. The capacity needs for faculty are determined in large part by the requirements of SACS. For example, every associate degree program must have a full-time faculty member employed as a program manager. Other agencies, such as the state board of nursing, also have staffing requirements that dictate capacity needs. As with most state employment, the skills and competencies are mandated for classified positions and for non-classified faculty positions, SACS faculty competence standards are critical in determining skills and competencies.

5.7 How do you recruit, hire, and retain new employees?

When a need has been identified by a department head to the VP of Business Affairs, he/she follows the procedure established to fill positions. Depending on the level of employment and availability of skilled people in the local area, Williamsburg Technical College advertises position vacancies, receives applications, interviews prospective employees, and selects candidates per WTC Procedure C.1.1.

5.8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

Shortfalls in workforce education and skills are often identified during the strategic planning process and plans are developed to minimize or eliminate those shortcomings. With recent budget cuts, the college has moved to form consortiums with other colleges and to take advantage of Datatel training coordinated through the System Office. The college pays travel expenses for employees, and for now this training and travel are the only means of recognition. Plans are underway for devising a means of recognition for those who incorporate the knowledge learned into the daily operation of the college.

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

The VP of Business Affairs has implemented an HR plan with a complete review of the process.

5.10 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

All senior managers have an open-door policy through which controversial matters are addressed immediately on a one-to-one basis. Faculty and staff who wish to remain anonymous are encouraged to utilize the suggestion boxes located throughout campus and these concerns are addressed during the weekly staff meetings.

5.11 How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

All faculty and staff are involved in the annual Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis and strategic planning process. This analysis incorporates findings from faculty and staff satisfaction assessments as well as direct input from employees during the analysis itself. At the conclusion of the meeting, employees actually participate in determining their recommended priorities of the goals and initiatives for the college.

5.12 How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

For weather-related disasters, several measures are in place. There is a calling tree to notify employees of closings or late openings; there are materials on hand in each office to cover essential equipment to prevent water damage; TV and radio stations are identified for public announcements and an individual is identified to contact them at the president's discretion. The college developed an OSHA-compliant Safety Manual for science labs and has the manual in place for students and adjunct

faculty to use. The Facilities Manager has a comprehensive listing of hazardous materials and has developed rules and regulations for their handling and storage.

For security, the college contracts with a security firm who ensure one security guard is on campus from 8:00 a.m. until closing while classes are in session. If additional help is needed, the response time for the local police is less than five minutes, and since the college is located directly beside the local hospital, emergency services are less than two minutes away from the college.

Section 3, Category 6 – Process Management

6.1 How do you determine, and what are your organization's core competencies, and do they relate to your mission, competitive environment, and action plans?

The Williamsburg Technical College mission, vision, and values form the framework for the organization core competencies. Specifically, the values define our core and are determined by the college leadership through the strategic planning process and are reviewed annually with input from all college employees. At the present time, Williamsburg Technical College affirms the following values as guides for the institution to fulfill its mission, goals, philosophy, and operational procedures. The College is committed to the following:

- ***Students***: belief in the capacity of individuals to be productive, to grow, and to achieve their highest potential.
- ***Quality Education***: commitment to high standards for educational programs that enhance the personal, social, and economic potential of the individual.
- ***Access***: commitment to educational access for all who are eligible and who have the desire and ability to benefit from program offerings.
- ***Contribution to Community***: recognition of a partnership with and respect for cultural diversity in the community which supports local civic, economic, educational and cultural needs, and enriches the quality of community life.
- ***Quality Work Environment***: commitment to instructional and organizational development which results in open communication and involvement in planning and decision making in an ethical environment.

6.2 What are your organization's key work processes?

All work processes at Williamsburg Technical College exist with the student at its center. Every process at WTC focuses on the student and is involved, to some extent, with the student from the moment they enter the college to when they graduate and beyond. In short, the key work processes of the college involve either instructing students in the courses or programs that will prepare them for work or transfer or supporting the function of instructing students.

6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

By using assorted survey feedback, suggestion box entries, point of service responses, campus meetings, observations, and individual conversations, the college incorporates input from students, faculty, staff, stakeholders, suppliers, and partners.

The academic departments utilize advisory committees, comprised of area industry leaders, educators, former graduates, and current students to assist in the identification and development of curriculum changes as well as recommended changes to delivery methods.

The College utilizes the front line providers of services to identify necessary process changes. When necessary, divisions identify areas for improvement and develop new policies or procedures to guide consistent operations. Procedures are then reviewed by the Administrative Team for implementation.

6.4 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

While there may be some disadvantages to being a small college, there are many advantages, especially where decisions are made that need to be implemented quickly. WTC has very few levels of bureaucracy with which to contend, and if action is needed quickly and efficiently, the actions of only a few people are generally involved. If the decision involves new technology or organizational knowledge unknown to the decision maker, individuals with the requisite knowledge are quickly brought into the planning phase.

6.5 How do you systematically evaluate and improve your work processes?

Surveys are completed each semester for every course section by students, rating the quality of instruction and the instructor as well as the students' satisfaction with the learning process. The results of these surveys are compiled and supplied to the instructors and to the Vice President for Academic Affairs for review and action, if needed.

Every spring semester, students are administered a satisfaction survey in which they rate the processes and services of the entire college. The survey results of this survey are collected by the IE Coordinator and disseminated to the administrative staff for inclusion in the strategic planning process.

A graduate survey is administered annually to determine student satisfaction with their WTC experience a year following graduation. The survey is also used to determine job placement data for program evaluation reporting.

The college faculty use an Academic Performance Notice form as an early alert measure to assist students who may need additional help in coursework. These alert forms are given to the students and a copy is sent to the Academic Success Center where tutors, without charge, are available to students.

Beginning in 2012, WTC began administering the CCSSE, CCFSSSE, and SENSE surveys to compare WTC student engagement as perceived by students, faculty, and new students (respectively) to national survey results for these three groups. Initial survey results were just reported and are being analyzed.

6.6 What are your key support processes, and how do you improve and update these processes to achieve better performance?

Key support processes include the following:

- Financial Aid services
- Library services
- Business office services
- Technology support services
- Recruiting/Public Information services
- Human Resource services
- Procurement services
- Tutoring services

Constant monitoring, survey data, internal review, and careful attention to results provide information regarding needed updates and improvements. The above services are continually improved and modified as the needs arise.

6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

In an atmosphere of decreasing state funds, WTC has had to pay special attention to its budgetary needs. At strategic planning sessions, cost figures are developed to support each function of the college. Grant monies are sought through federal, private or local agencies. The college strives to maintain its accessibility and affordability to the residents of Williamsburg County; however, tuition has increased dramatically since 2001 to offset some of the shortfalls between local and state funding and plans for additional increases are projected.

From an estimate of the revenue funds to be available in a given year, a budget is designed with allocations to each division of the college. Each division determines the exact funds for its individual departments. Budget managers have access to the budget status via Datatel and are obligated to stay within their budget. Discipline, research, and planning are all required to make the budget process work, but in spite of these elements, some programs and services are cut or diminished to release funds required for meeting the greatest need among students and faculty.

During the budget process, fixed costs (i.e., energy, salaries, etc.) are determined first and not included in the budgeting process. The remainder of the funds available is

divided based on division head requests that are prioritized and scrutinized. For example, educational supplies and materials receive the greatest priority since they most directly affect the students and academic programs, the key processes of the college. On the other hand, often the first budgetary item to be cut is travel, which adversely affects college personnel and their ability to attend conferences and seminars related to their jobs.

As with any college, personnel costs require most of the operating funds. As a result, shrinking budgets have forced managers to make difficult decisions. For example, vacancies from departing personnel often go unfilled for long periods of time or go unfilled completely, and the duties of a former employee are often added to the duties of another.

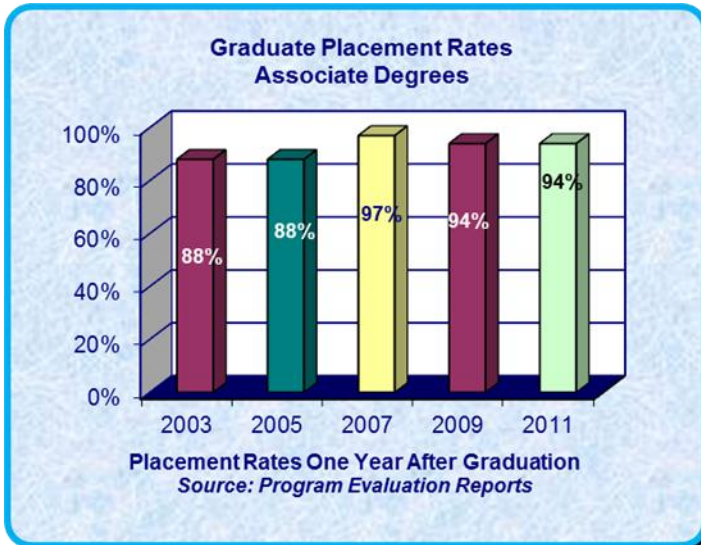
Academic programs facing smaller budgets and greater costs force college staff and faculty to be creative in getting the job done with little funds in which to do it. Partnerships with local industry often aid in supplying critical needs in many of the technology or industrial programs.

In short, less funding, rising costs, and greater demands impact the college's ability to perform its mission, but through frugal spending, industry support, and creative solutions the college will be able to meet the needs of its students.

Section 3, Category 7 – Results

7.1 *What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?*

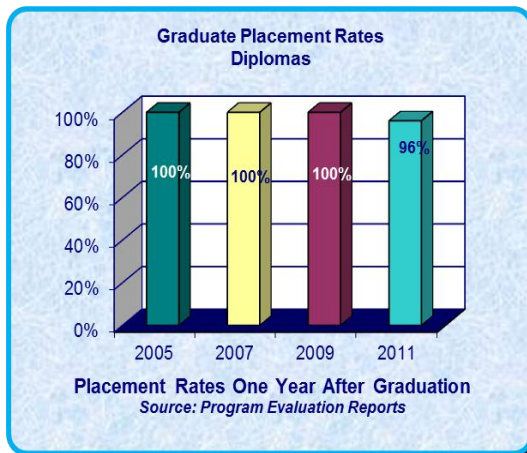
Graph 7.1-1 Associate Degree Placement Rates



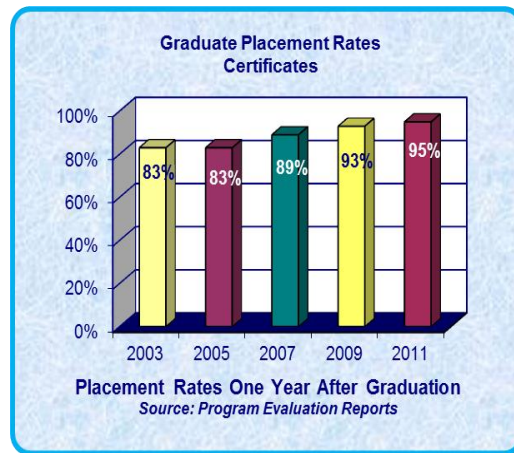
A key measure of student learning is the student’s ability to seek, find, and maintain employment following graduation. The Institutional Effectiveness Coordinator conducts an annual graduate survey and alumni survey that, among several items, includes data on placement. This data serves as not only an aid to measure student learning but also as an indicator of program viability. As the graphs above and below indicate, there has

been relative stability in spite of a weak local economy.

Graph 7.1-2 Diploma Placement Rates

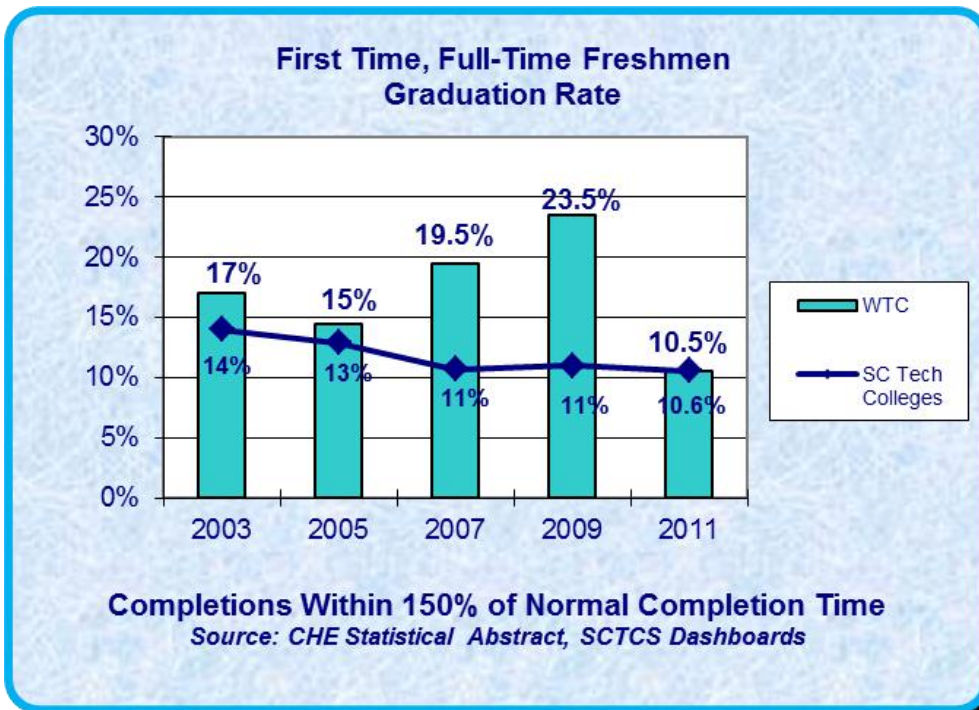


Graph 7.1-3 Certificate Placement Rates



Other important measures of student learning are graduation and retention rates. Students who are satisfied in their ability to meet their goals generally stay enrolled until program completion and are retained from semester to semester. As a standard measure, graduation and retention continue to be an excellent indicator of student learning.

Graph 7.1-4 Graduation Rate

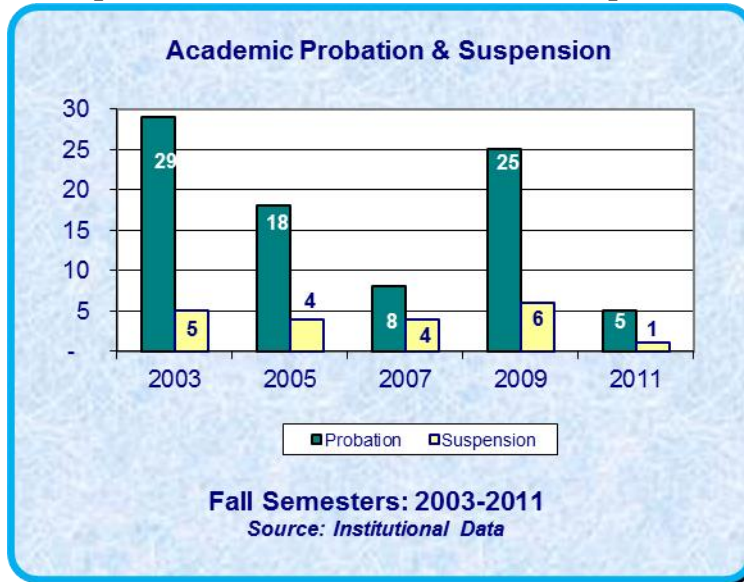


Graph 7.1-5 Academic Achievement Lists



The numbers of students on the Dean's List and President's List increased modestly through 2010, and then increased significantly in 2011.

Graph 7.1-6 Academic Probation and Suspension



The numbers of students on academic probation increased significantly from 2007 through 2010 but declined in the most recent year reported. The impact of budget cuts on such services as tutoring continues to be closely monitored to insure that student performance issues are effectively addressed with the resources available.

The pass rates of students in programs requiring a license to be employed in South Carolina are also a major indicator of student learning as well as an overall indicator of the strength of the program. Presently, WTC has only two programs requiring such an examination: Cosmetology and Practical Nursing. The Practical Nursing Program, which began in fall 2006, has recorded a 100% pass rate in four of the last five years. In 2008-2009, the Cosmetology program encountered a downturn in pass rates due in large part to fewer graduates. Cosmetology also recorded a decline in the most recent year reported.

Chart 7.1-7 Licensure Pass Rates

Number of Graduates Passing Professional, Graduate or Employment-Related Examinations and Certification Tests	Academic Years						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Cosmetology/Nail Technology	100%	82%	92%	87%	85%	100%	77%
Practical Nursing	N/A	N/A	100%	100%	100%	85.7%	100%

Perhaps the best source of data reflecting attainment of student learning outcomes and goals comes from the graduates themselves. The data below presents the satisfaction ratings from alumni collected one year after graduation. The numbers reflect a strongly positive reaction to the WTC experience, but improvement is still needed in the level of student involvement with campus activities.

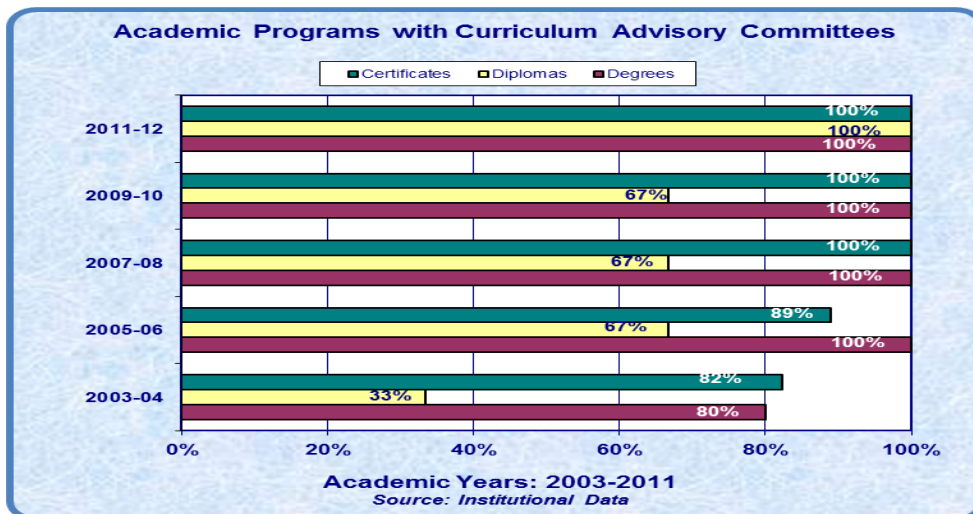
Chart 7.1-8 Graduate Survey Data

Achievement of Academic Goals	2003	2005	2007	2009	2011
	Achieved	Achieved	Achieved	Achieved	Achieved
Increased knowledge, skills, understanding in an academic/technical/vocational field.	96%	99%	100%	98%	100%
Obtained a college degree/diploma/certificate	100%	100%	100%	100%	99%
Completed courses necessary to transfer to a four-year college/university.	76%	79%	94%	92%	99%
Achievement of Career Goals	2003	2005	2007	2009	2011
	Achieved	Achieved	Achieved	Achieved	Achieved
Discovered my career interests	91%	96%	100%	98%	97%
Prepared me for a new career	90%	90%	92%	93%	95%
Increased my knowledge for my current job	88%	93%	98%	94%	94%
Increased my chances for a raise or promotion	80%	85%	88%	91%	93%
Achievement of Personal Development Goals	2003	2005	2007	2009	2011
	Achieved	Achieved	Achieved	Achieved	Achieved
Became actively involved in student life/activities.	60%	62%	76%	78%	81%
Met new people.	96%	96%	100%	100%	100%
Increased my self-confidence.	94%	95%	98%	96%	98%
Improved my leadership skills.	92%	94%	98%	97%	99%
Improved my ability to get along with others.	91%	92%	98%	96%	99%
Developed my ability to be independent.	95%	96%	100%	98%	100%

7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

Academic departments at Williamsburg Technical College utilize the input of advisory committees. The following chart shows the percentage of programs with active advisory committees, and the gains which have been made since 2004. Effective with the most current year, every certificate, diploma, and degree program is supported by an advisory committee.

Graph 7.2-1 Active Advisory Committees by Program.



A key stakeholder in the Williamsburg Technical College experience is, of course, its students. All students are surveyed annually to determine their satisfaction with the services offered by the college. As the following chart shows, over 90% of students rate all of the services offered by the college as either good or excellent. These ratings are relatively consistent from year to year, but the trend since 2004 has been positive.

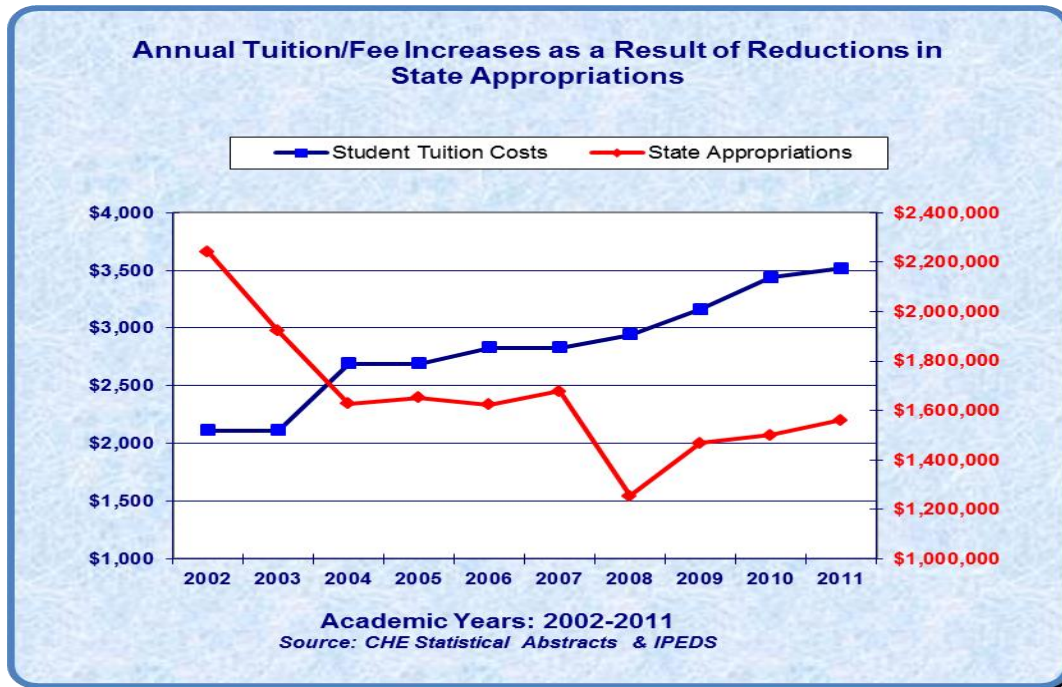
Chart 7.2-2 Student Satisfaction Survey Results

Ratings of Experiences Fall Semester	2003	2004	2005	2006	2007	2008	2009	2010	2011
	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent
Academic advising	87%	88%	92%	93%	94%	95%	93%	94%	96%
Admissions counseling	88%	91%	90%	91%	92%	91%	92%	92%	96%
Financial aid services	77%	78%	83%	87%	92%	93%	93%	91%	95%
Work study program	87%	85%	84%	87%	89%	92%	90%	90%	94%
Academic probation/suspension	92%	91%	92%	91%	92%	92%	91%	90%	95%
Registration procedures	89%	90%	90%	87%	90%	92%	91%	93%	95%
Availability of your advisor	93%	95%	95%	94%	96%	95%	85%	90%	96%
Racial harmony at this college	89%	91%	93%	94%	94%	92%	95%	95%	96%
Concern for you as an individual	91%	90%	93%	93%	95%	94%	92%	93%	96%
Faculty attitude toward students	88%	91%	96%	94%	95%	94%	95%	93%	96%
Rules governing student conduct	89%	88%	91%	92%	91%	92%	93%	93%	95%
Preparation for job	91%	93%	95%	94%	93%	94%	94%	95%	95%
Admission procedures	90%	92%	94%	93%	93%	95%	95%	94%	96%
Student Government Association (SGA)	83%	85%	84%	82%	80%	91%	91%	92%	95%
Availability of courses	74%	72%	79%	81%	85%	91%	90%	93%	96%

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

An important part of the mission and values of Williamsburg Technical College is ensuring that the college is both accessible and affordable to the citizens of Williamsburg County. For over 35 years, the college has made a concerted effort to keep tuition low and affordable for residents of the county in the state. Since 2002, however, state appropriations have fallen dramatically and funding for the college has been cut severely. To offset the state budget cuts, the college has had to increase tuition and fees during the same timeframe.

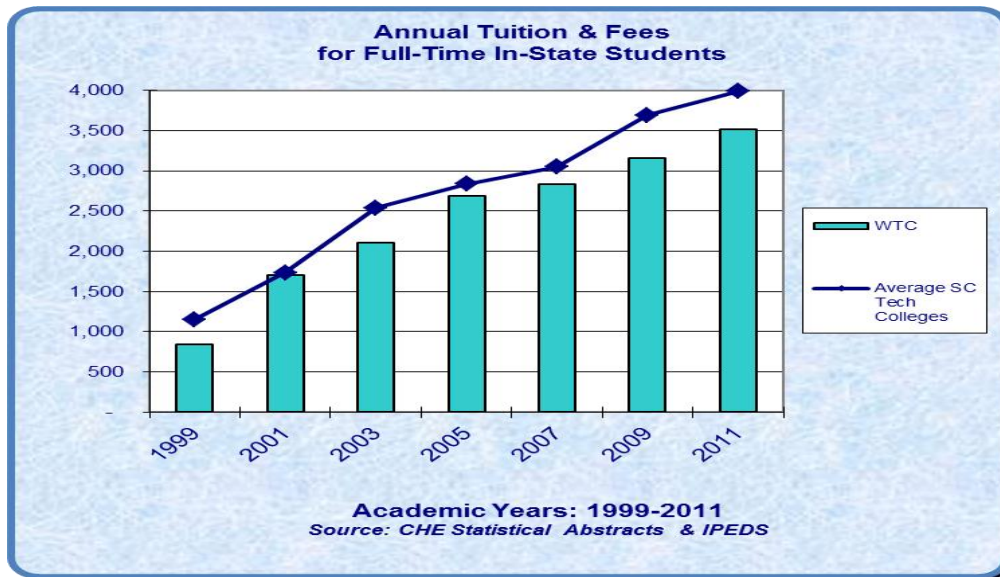
Graph 7.3-1 Comparison of Tuition Increases and Budget Cuts



In a comparison of data beginning in 2002, the effects of budget cuts on tuition are much more significant and damaging to the county, the college, and its students. In 2002, tuition for the year (fall and spring terms) was approximately \$2,100. In nine years, however, the cost to the student has increased to over \$3,500 per year. The average family in Williamsburg County earns less than \$20,000 per year. Without financial aid, students in Williamsburg County may not be able to afford to attend college, and even with financial aid, many struggle.

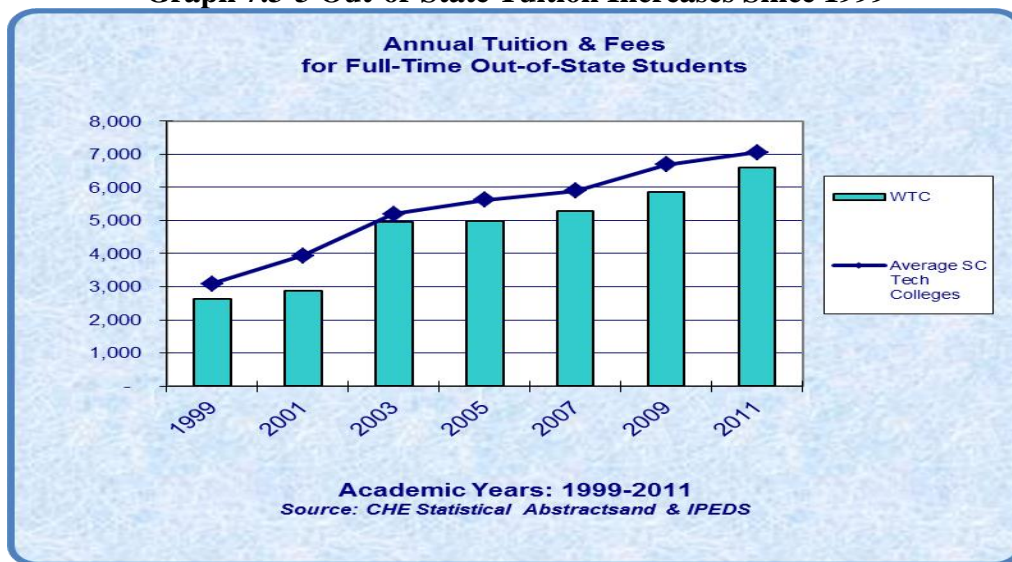
The college continues to be a good steward of the state's money and keep tuition as low and affordable as possible. In this endeavor, the college has had to cut spending, not fill vacant positions, and generally try to do more with less, while working to not pass the burden on to the students who need the services the greatest. Costs for students, however, have unavoidably increased due to the lack of state support. As the following graph illustrates, Williamsburg Technical College continues to keep its tuition burden below the average of the other fifteen technical colleges in the technical college system.

Graph 7.3-2 Tuition and Fees Increases Since 1999



As graph 7.3-2 indicates, tuition and fees at Williamsburg Technical College has nearly tripled since 2000, but even with the higher cost to students, the college has consistently held tuition and fees below the average of the other technical colleges in the state.

Graph 7.3-3 Out-of-State Tuition Increases Since 1999

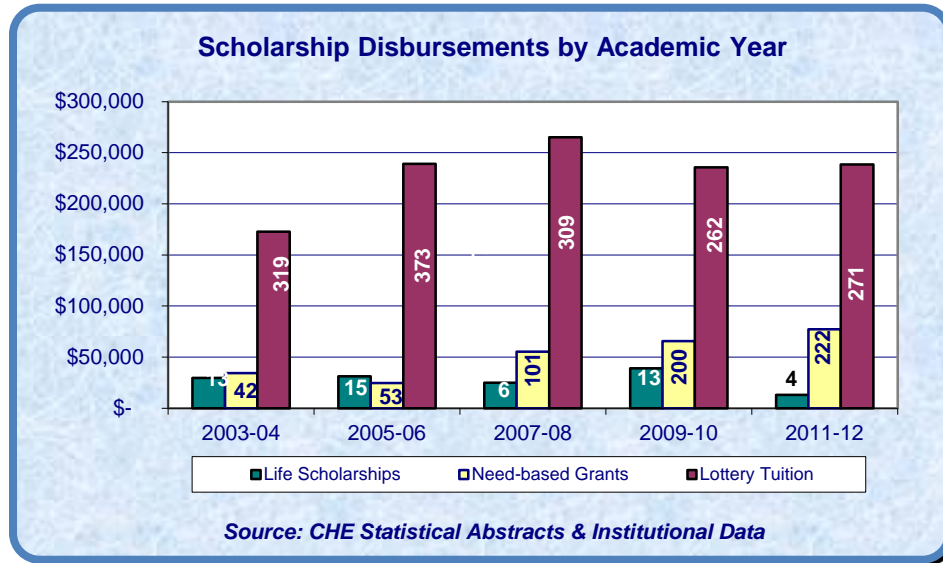


In the recent past, there have been less than six students who have attended the college as an out-of-state student. The graph, however, reflects a 200 percent increase in tuition and fees for these few students since 2000.

As expected, given the low income levels of most residents in Williamsburg County, many students qualify for several state and federal tuition assistance programs. A decline in Lottery Tuition Assistance following the 2008-2009 academic year was attributable to

increases in the number of students eligible for Pell. In the most recent academic years Lottery Tuition Assistance recipients and amounts have stabilized.

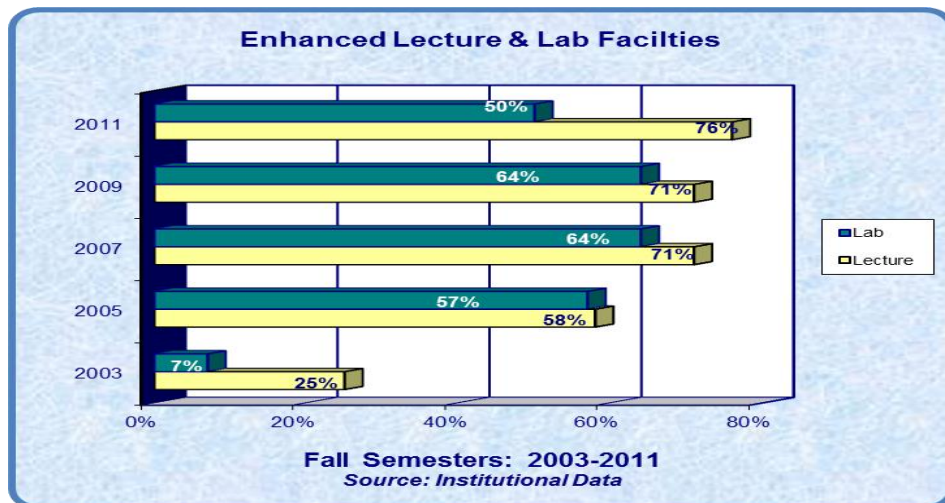
Graph 7.3-4 Tuition Assistance Disbursements by Year



Even as funding to the college has declined over the past several years, the faculty, staff, and administrators have attempted to keep the academic integrity of the college and the preparation of its students in the forefront as one of the college’s key goals.

To this end, Lottery Technology funds and some funding from grants have been used to enhance classrooms and labs with computers, internet access, LCD projectors, SMART boards, DVD players, multi-media consoles, and sound systems. Based on fund availability, the Instruction Division continues to upgrade the technology available to faculty and students. Recently, WTC has been using ASSIST grant money to upgrade the college’s computer facilities and initialize implementation of on-line courses.

Graph 7.3-5 Percentage of Classrooms with Enhanced Technology

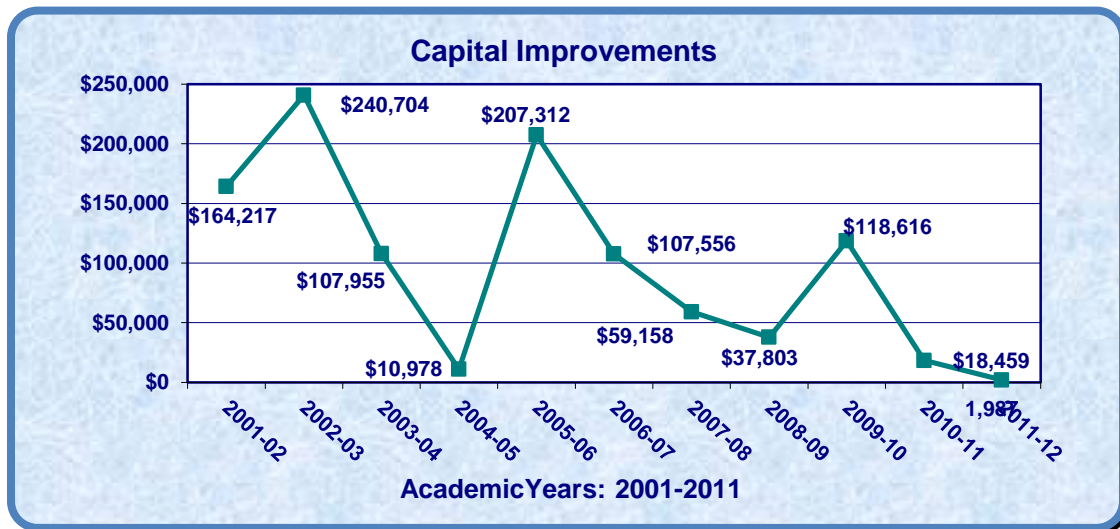


The data in the following chart shows that student satisfaction with facilities improvements has increased over time, with all categories at the 95% or greater level for the first time in the most current year.

Chart 7.3-6 Student Satisfaction with WTC Facilities

Rating of Facilities:	2003	2004	2005	2006	2007	2008	2009	2010	2011
	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied
Classrooms	93%	92%	95%	96%	95%	95%	93%	94%	96%
Technical labs	88%	90%	95%	94%	95%	93%	94%	95%	96%
Library	90%	91%	92%	92%	93%	92%	92%	94%	97%
Computer labs	94%	96%	97%	95%	96%	94%	93%	95%	97%
Canteen	93%	96%	94%	90%	89%	93%	92%	90%	95%
Science labs	90%	92%	88%	91%	92%	92%	90%	93%	96%

Graph 7.3-7 Capital Improvement Expenditures

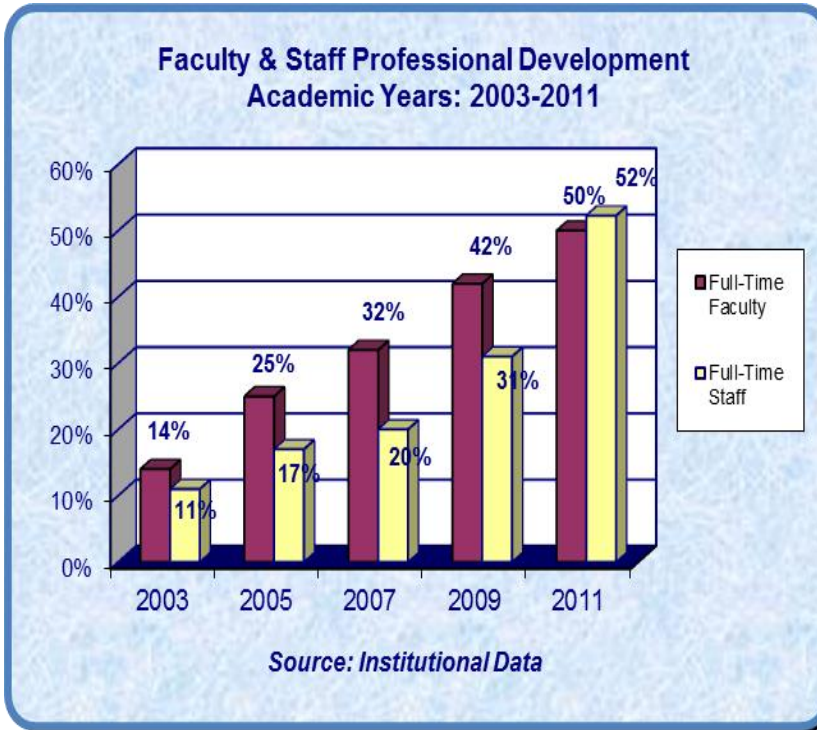


Cost containment is also a great concern for the college. Graph 7.3-7 reflects the level of funding spent on capital improvements since 2001-02. The funds spent on improvements for 2009-2010 increased dramatically compared to 2008-2009 due to needed improvements to the college’s aging air conditioning system and the need for parking lot improvement/expansion. Improvements made were limited to “must-do” repairs and little else in 2010-2011 and 2011-2012, but significant expenditures and capital improvements are anticipated for 2012-2013.

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including

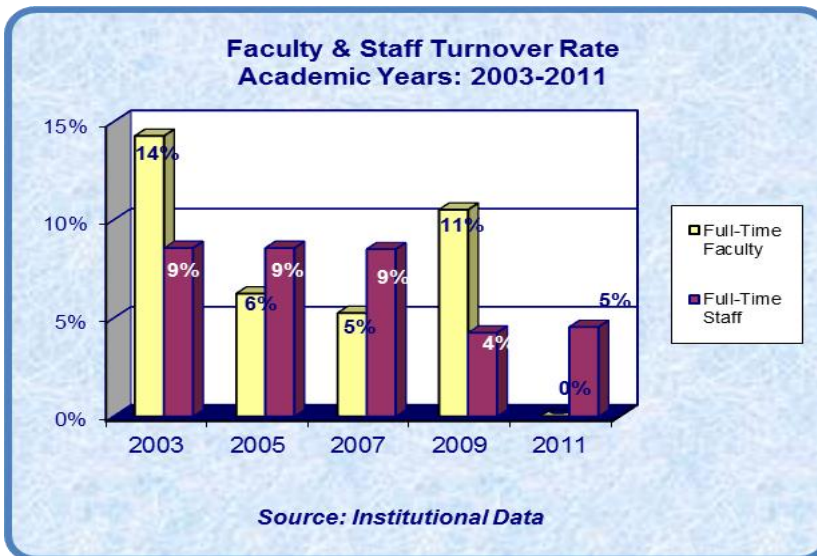
leaders, workforce retention, workforce climate including workplace health, safety, and security?

Graph 7.4-1 Professional Development Participation



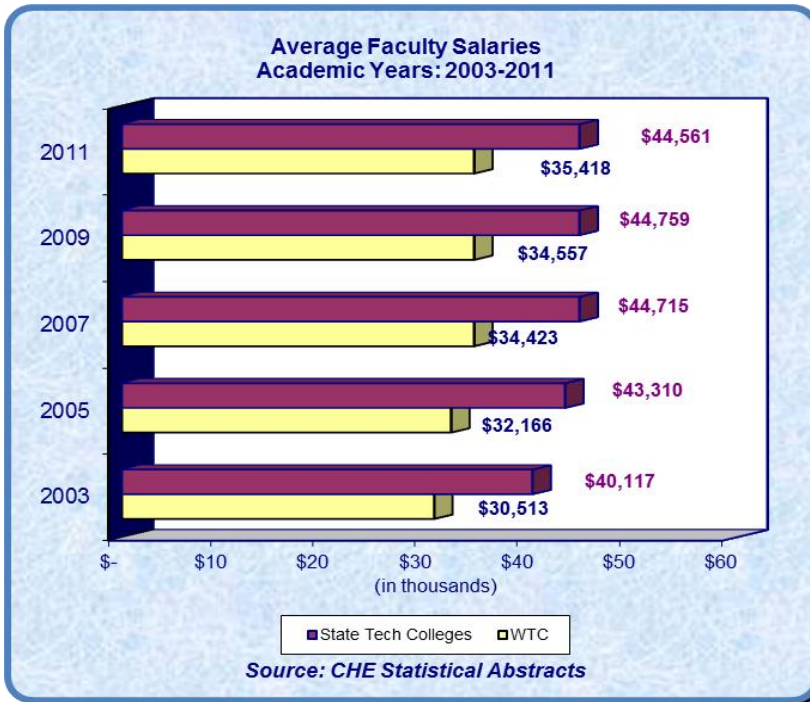
For faculty and staff to remain current in their fields, professional development through either additional coursework or attendance at conferences and seminars are essential to maintaining a highly effective team. Funding to pay for professional development activities remains a challenge. Never-the-less, the percentage of faculty and staff participating in professional development activities since 2003 shows a significant positive trend.

Graph 7.4-2 Faculty / Staff Turnover Rate



Employee turnover at Williamsburg Technical College is typically low. As the graph to the left shows, turnover had been relatively unchanged since 2003, but declined in the most academic year. Retirement continues to be a concern, as are non-competitive wages with neighboring colleges.

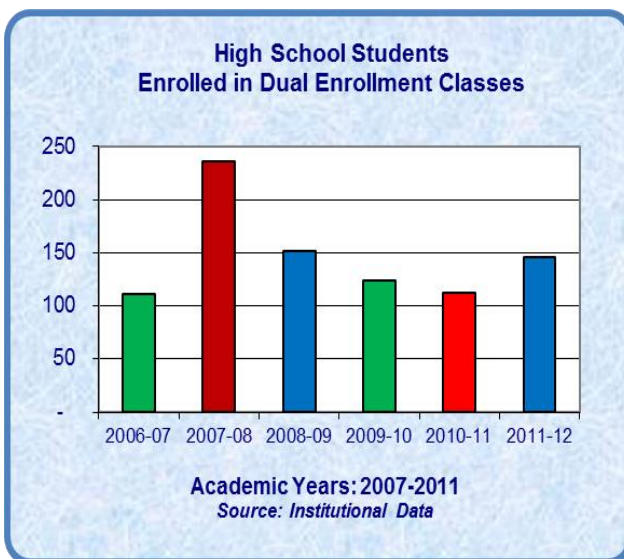
7.4-3 Average Faculty Salaries



Even with the slight decline in average faculty salaries at other technical colleges in the most recent academic year, significant disparity exists between the average salaries of Williamsburg Technical College faculty and their peers at other technical colleges in the state. This continues to enhance the probability of increased turnover of qualified faculty. This problem and challenge, among many facing the college, is perhaps the most daunting.

7.5 What are your performance levels for your key measures of organizational effectiveness/operational efficiency and work system performance (including student performance and development; the educational climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time)?

7.5-1 High School Dual Enrollment

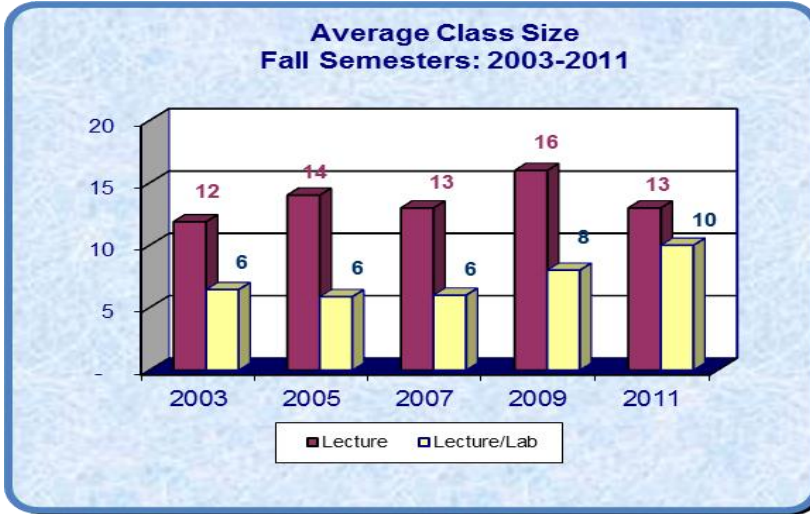


Key initiatives for the college in the 2011-2014 strategic plan were improved awareness of dual enrollment opportunities for area high school students and improved coordination with the school district. The graph at left shows data since 2007. The number of DE students trended downward through 2010-2011 due to reduced support from the Williamsburg County School District and shrinking budgets in the K-12 sector that support classes for DE students.

Many of the opportunities and challenges facing Williamsburg Technical College center on the college's relatively small

size. Of the sixteen technical colleges in the state, WTC is, by far, the smallest with an average headcount each semester of no more than 750 students. Being small is also a benefit to our students as reflected in lower class sizes and smaller student to faculty ratios. This results in more one-on-one instruction to occur at WTC versus the larger institutions in the state, where average lecture class size may exceed 25-30 students.

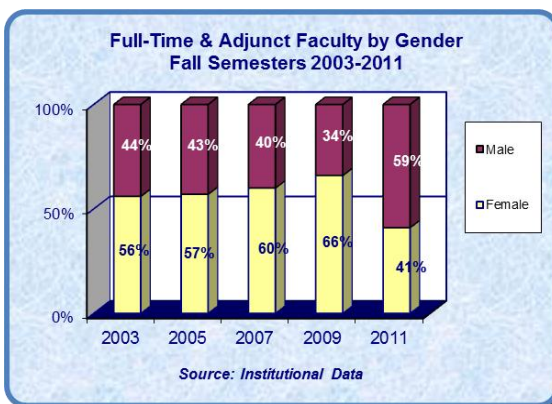
Graph 7.5-2 Average Class



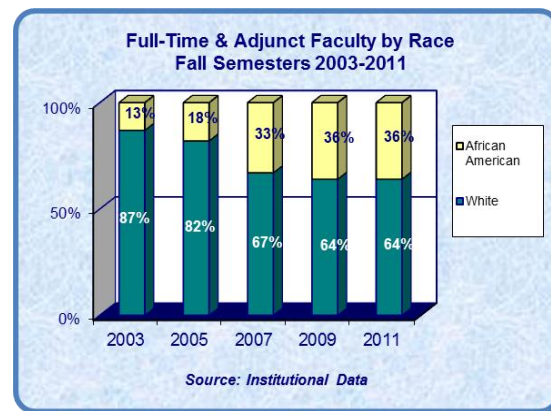
The graph to the left illustrates the average size of both lecture and lecture/lab classes held at WTC during the fall semesters from 2003 to 2011.

Williamsburg Technical College, as a small college, depends heavily on adjunct (part-time) instructors to achieve its mission. The college also recognizes the need for diversity among its faculty ranks, especially in an area where the majority of the population is African-American. The graphs 7.5-3 and 7.5-4 reflect the college's commitment to both racial and gender diversity. Improvement is obviously needed to find and hire additional qualified minority faculty, but with faculty salaries far below the salaries of the local school district and other technical colleges, this challenge is difficult.

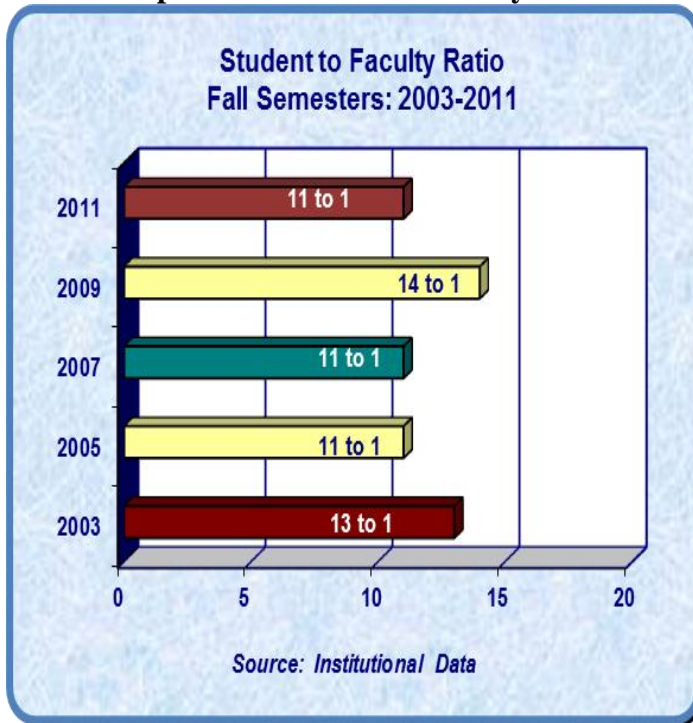
Graph 7.5-3 Faculty by Gender



Graph 7.5-4 Faculty by Race



Graph 7.5-5 Student to Faculty Ratio



The smallness of Williamsburg Technical College is an advantage. In the development of student-faculty relationships, low student-to-faculty ratios allow students to have greater contact with faculty members, who become both advisors and mentors to the students. The graph to the left shows the stable student to faculty ratio at WTC over time. This is a unique advantage students at WTC have over attendance at larger colleges, where faculty-to-student ratios are much larger, and the time faculty spend with individual students is much shorter.

7.5 What are your performance levels for your key measures related to leadership and social responsibility:

a.) accomplishment of your organizational strategy and action plans

During the 2011-2012 academic year, Williamsburg Technical College accomplished several long-term project goals as well as a number of improvements in the way courses are delivered and in the services offered to the students and to the faculty and staff.

The most significant accomplishment was reaffirmation of accreditation through 2022 by the Southern Association of Colleges and Schools Commission on Colleges. Leading the future success of the college is Dr. Patricia A. Lee, who was named the college's President effective July 1, 2012.

Following notification of the award of a portion of a \$20 million grant, the college's new ASSIST Department began implementing the Workforce Readiness Program. Another significant operational change was the successful launch of the college's new email system.

One other change made in the most recent academic year intended to more effectively identify and meet student needs and expectations was the college's participation in the CCSSE, CCFSSSE, and SENSE surveys, where-in Williamsburg Technical

College survey responses are statistically compared to responses from community college and technical colleges nationwide.

b.) stakeholder trust in your senior leaders and the governance of your organization

The college has enjoyed the support from local industry for many years and the donations of equipment, funds, and materials to the technology programs exemplify their trust. The current recession, however, has affected the ability of many industry partners to contribute as much as in year's past, but the trust and support can be demonstrated by their frequent attendance at college functions and events and input to advisory committees.

c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance

Williamsburg Technical College is committed to maintaining its compliance with all legal, financial, regulatory, and accrediting agencies. The college completed its reaffirmation of accreditation in 2012. Additionally, the business programs of the college are individually accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and the Associate of Applied Science Degree in Early Care and Education is accredited through the National Association for the Education of Young Children (NAEYC).

As required by law, WTC has an independent auditor perform a financial audit of the college's compliance with the laws and regulations applicable to the Title IV Federal Student Aid programs in which the college participates, as well as an audit of the institution's financial statements annually. The results of this and all other audits are presented to the Area Commission for review.

d.) organizational citizenship in support of your key communities?

The college maintains a number of active memberships in a variety of civic and business organizations which support or complement the vision of the college. For example, the President often speaks to groups and churches regarding the positive benefits of the college in the local community. The Director of Development and Public Relations is very active in the Chamber of Commerce and the Home Town Chamber. The Vice President for Academic Affairs is a member of the National Guard and supports the activities of veterans in the local area. The students of the college are also involved as good citizens in variety of organization and charity events, such as the American Red Cross, and food drives to help support St. Anne's Community Outreach Program. In the conduct and support of these organizations and their endeavors, the college often plays an active leader/participate role.

In short, the college is a viable member of the local community and demonstrates daily its commitment to being an active member and citizen of the larger group of the communities it serves.

Accountability Report Transmittal Form

Organization Name: **Williamsburg Technical College**

Date of Submission: **September 17, 2012**

Organization Director: **Dr. Patricia A. Lee, President**

Organization Contact Person: **Andrew C. Muller**

Organization Contact's Telephone Number: **(843) 355-4150**