



2005/2006 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:

- ***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 2005-2006 academic year, Williamsburg Technical College has accomplished many 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. Foremost among these is the establishment of the Practical Nursing program.

- **Establishment of the Practical Nursing Program.**

The need for Practical Nursing instruction has long been evident, and offering this diploma program has been a goal for a number of years. Approval of the program and teaching of the courses beginning Fall 2006 are the result of writing and receiving several grants, including two from the Duke Endowment along with one from the Workforce Investment Act; establishing connections with local hospitals; and hiring sufficient science and nursing instructors. The Nursing Department Head was hired in January 2006 and was in place to plan the courses, organize the facilities, employ a second instructor, and plan for the testing of candidates for the program. While 100 students tested to be admitted into the program, the college was only approved to allow an initial class of 16. The sixteen students accepted were those who scored the highest on the National League of Nursing Preadmission Exam (PAX), exceeding the minimum composite score of 80%.

- **Improvements to the Automotive Program.**

A second achievement during the 2005-2006 academic year was the upgrade and enlargement of the Automotive Repair program, which was spearheaded by a new adjunct instructor, instrumental in “cleaning up” the automotive lab and, with the assistance of Tech Prep, Perkins III funds, and Lottery Technology Funds, ordering new instructional materials and equipment. A full-time instructor has been added and local high school students are now able to complete dual enrollment courses in automotive technology during school hours as part of a partnership with the Williamsburg County School District and Williamsburg Technical College.

- **Additional Multimedia Equipment.**

The college has progressed on a technology plan which intends to add “smart” room technology to every lecture and lab classroom on campus by utilizing the Lottery Technology Fund as available. During the 2005-2006 year, the college was able to install multimedia equipment in the auditorium and in two additional classrooms, significantly benefiting available instruction to students. These LCD projectors, gray boards, computer hookups, and internet access via wireless networks make classes more interesting and enhance the traditional method of instruction.

- **Other Major Achievements.**

Other major achievements include an increased Library budget, an upgrade to the DATATEL system, and renewal of the Student Support Services and Educational Talent Search Grants.

3. Key Strategic Goals

Williamsburg Technical College, as the only local source of post-secondary education available to residents of Williamsburg County, strives to be the central partner within the community, supporting the educational needs of its citizens and industry. To guide the college and form the framework of continued improvement, the college established four initiatives:

- Build and foster external and internal relationships.
- Provide continuous quality improvement to the educational process.
- Integrate and utilize improved systems of data collection, analysis, and communication.
- Provide educational and training programs to support current and anticipated service area work force needs.

Objectives for 2006-07

To achieve the four guiding initiatives of the college, ten objectives were established and defined by the college divisions and officers:

- Expand relationships with all publics (friends, alumni, campus personnel, business, industry, school district, etc.) to enhance the college's image in the community.
- Develop, prepare, and manage appropriate grants in support of community work force needs.
- Enhance the physical appearance of the college.
- Develop and implement a realistic, attainable, professional and personal improvement plan to be made part of the employee evaluation process.
- Prioritize and sustain campus-wide quality improvement processes.
- Refine and enhance budget procedures tied to college priorities/initiatives.
- Develop and implement policies and procedures for inputting/extracting and communicating data, e.g., WTC website, WebAdvisor, Donor2, Datatel, and all on-line transactions.
- Utilize information as a tool for strategic and operational decision-making.
- Scan the local environment for additional programmatic needs and respond accordingly, e.g., interacting with officials at the federal prison, forging agreements with 4-year institutions, providing distance education, increasing recruitment through advertising.

- Increase enrollment and improve retention through innovative marketing and customer service strategies.

4. Opportunities and Barriers

At every SWOT analysis, the following opportunities and barriers have been identified as potentially affecting the organization's success in fulfilling its mission and achieving its strategic goals.

Opportunities:

- Grow the number of students
- Increase and broaden curriculum offerings
- Improve budget planning
- Provide cross training to allow for depth in staffing
- Provide additional methods of course delivery, such as online and distance learning

Barriers:

- Williamsburg Technical College is small
- WTC expects continued staff turnover as more employees complete their 30-years service
- WTC has a one-county service area
- WTC has a mixed "image" due to its history as a Manpower Center
- WTC has a lack of funds available for staff and faculty professional development/training
- WTC lacks personnel to provide depth in staffing, planning, and efficient use of skill levels
- WTC has limited funding
- WTC has a limited number of classrooms

5. Use of the accountability report

Williamsburg Technical College expects to develop a specific plan related to the use of the Accountability Report results. This plan will involve knowledge and understanding of the report by the Area Commission and the Administrative Staff, who will then take the leadership role in establishing and monitoring revised goals and objectives to specifically address any lack of attainment of previous 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, primarily using lecture/lab methods. Via the TechOnline Consortium, a limited number of courses leading to these degrees, certificates, and diplomas can be achieved through online courses or in conjunction with Northeastern Technical College via distance learning interactive audio/video methods.

Additionally, the college offers a variety of continuing education classes and training seminars designed for either personal enrichment or workforce development. Most of these classes and training sessions are delivered traditionally, but a few are available on-line through Education-2-Go.

The curriculum programs offered by the college include the following:

Degrees:

- Associate in Arts
- Associate in General Business
- Associate in Occupational Technology
- Associate in Office Systems Technology
- Associate in Public Service
- Associate in Science

Diplomas

- Automated Office
- Health Science Practical Nursing
- Cosmetology

Certificates

- Automotive Repair
- Criminal Justice
- Drafting and Design Technology
- Early Childhood Development
- Electrical Technology
- General College Studies
- Human Services
- HVAC/R Technology
- Industrial Maintenance Technology
- Machine Tool Technology
- Medical Office Clerical Assistant
- Microcomputer Business Applications
- Nail Technology
- Prenursing
- Small Business Management

- 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 group of people. 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 years of age, 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, 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/classroom building located about five miles outside the town limits.

4. Regulatory environment

Williamsburg Technical College is one of the sixteen colleges in the South Carolina Technical College System. As such, it is regulated by the State Technical College 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.

5. 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, which 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. There are no vice presidents, but the senior administrators include the following: Dean of Instruction, Dean of Student Services/Financial Aid, Chief Business Officer, Chief Development Officer, Director of Continuing Education, and Human Resources Manager.

6. Key suppliers and partners

Key partners (nonfunding) are the Williamsburg County School District, Williamsburg Regional Hospital, Williamsburg County Economic Development Board, Williamsburg County HomeTown Chamber, Williamsburg Technical College Foundation, SC Economic Security Commission, and Center for Accelerated Technology Training (CATT). 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 Farmers Telephone, Santee Electric Cooperative, The Kingstree News, National Welders, Barnes and Noble, Prentice Hall, Datatel, Verizon, Fisher Scientific, Office Depot, Control Management, and Johnson Controls.

7. Key strategic challenges

Key strategic challenges include operational, human resources, financial, and community-related items. As the smallest technical college, serving only one rural, economically disadvantaged county, the college has few external resources to employ. A weak economy plagued by few large industries and high unemployment compound the problem of funding support. Disproportionate salaries and few local qualified applicants make finding suitable, well trained employees a daunting task. Many of the school administrators as well as the faculty live out of the county and commute daily. While the college is small, the reporting requirements and administrative requirements are the same as those for larger colleges with more staff, resulting in many individuals having to perform in multiple roles. The danger with one person performing several jobs, however, is that a replacement who can also perform multiple tasks is needed should someone retire or resign. The overall problem is that little depth exists in critical positions and there is a lack of funds to cross-train individuals.

8. 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 a routine of surveys of administration, goal setting, and data review to constantly improve its programs and services. There is an eleven-step process as follows:

1. July Executives review purpose, vision, IE process, and conduct the SWOT analysis to identify initiatives and goals
2. August Area Commission approves revisions and identifies initiatives and goals
3. August IE Committee develops a draft of the Strategic Plan (SP)
4. August President's Staff approves SP; WTC begins the Operational Plan (OP)

5. August WTC develops divisional, departmental objectives to support the Strategic Plan
6. September The IE Committee reviews the objectives of the Divisions and Departments
7. September Institutional Research develops a plan for assessing the objectives
8. April WTC departments and divisions submit results, use of results, and objectives for next cycle
9. May The IE Committee reviews results and completes the Assessment Record Book
10. June Administrators review the Assessment Record Book and the use of results for possible needed inclusion in the strategic plan for next cycle and to determine funding needs
11. July The process cycles back to step 1

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.

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,628,483	\$ 1,254,946	\$ 2,742,498	\$ 1,197,497	\$ 2,291,925	\$ 1,189,884
Other Operating	\$ 1,907,247	\$ -	\$ 1,776,574		\$ 2,273,003	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 654,689	\$ 289,500	\$ 693,979	\$ 322,572	\$ 645,500	\$ 320,572
Non-recurring	\$ 75,506	\$ 75,506	\$ 110,787	\$ 110,787	\$ 110,787	\$ 110,787
Total	\$ 5,265,925	\$ 1,619,952	\$ 5,323,838	\$ 1,630,856	\$ 5,321,215	\$ 1,621,243

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$ 10,078	\$ 207,311

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results*
Instruction		State: 1,619,952.00 Federal: 2,598,184.00 Other: 1,047,789.00 Total: 5,265,925.00 % of Total Budget:100	State: 1,630,856.00 Federal: 2,573,070.00 Other: 1,119,912.00 Total: 5,323,838.00 % of Total Budget:100	
		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:	
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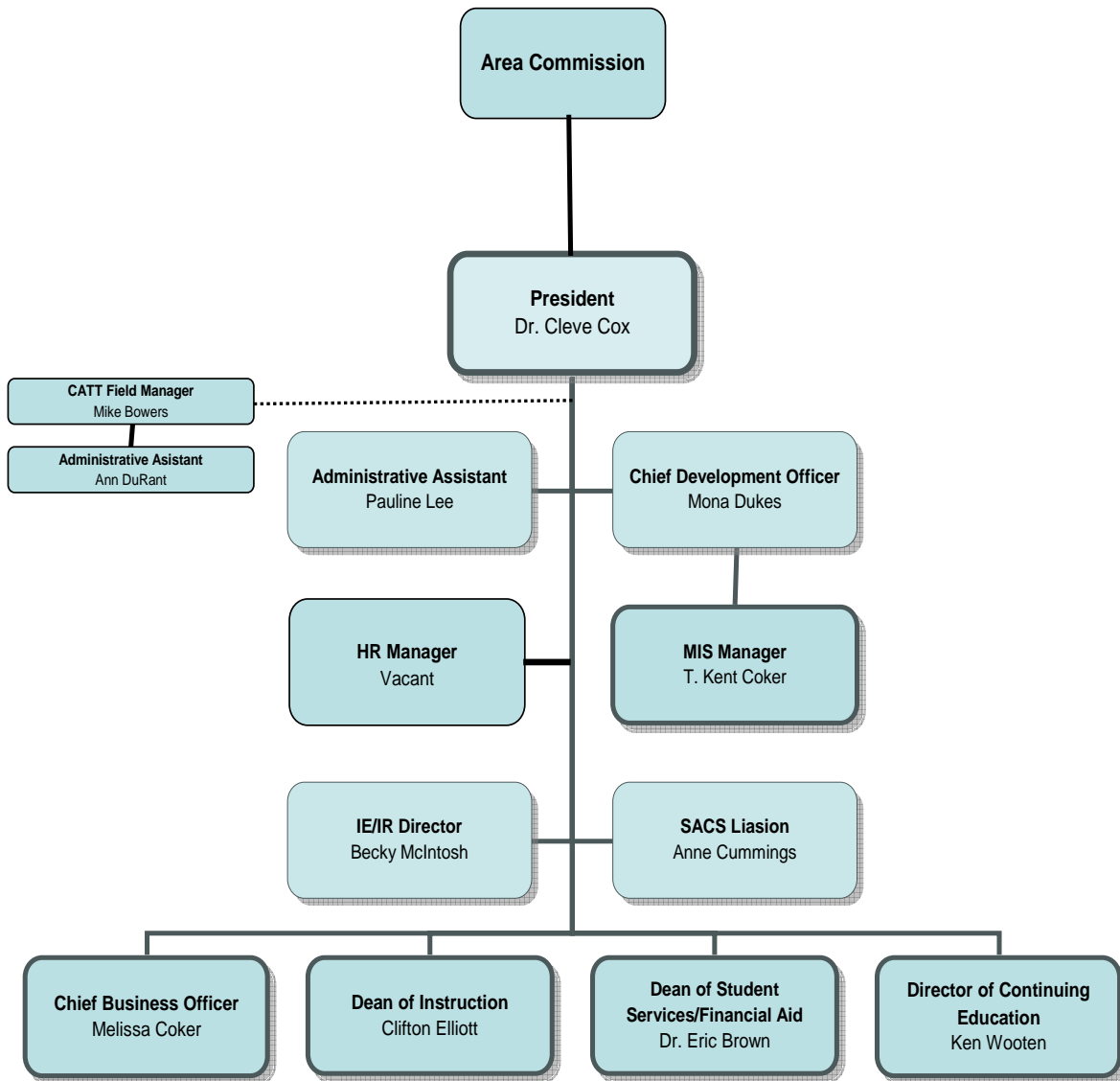
Below: List any programs not included above and show the remainder of expenditures by source of funds.

Auxiliary, Scholarships

Remainder of Expenditures:	State:	State:
	Federal:	Federal:
	Other:	Other:
	Total:	Total:
	% of Total Budget:	% of Total Budget:

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

11. Organizational Structure



Section III – Elements of Malcolm Baldrige Award 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 all faculty and staff, 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 direct leadership 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 posting of minutes of each Administrative Team meeting to the college intranet and by the publication each Thursday of the "E-News," which is sent electronically to all employees.

The college president writes a weekly column for the local newspaper, *The Kingstree News*, in which he highlights various perspectives of educational opportunities at Williamsburg Technical College.

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

The president and his 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, any 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. There are also several regulatory requirements which are auditable by the State Board of Nursing, the State Board

of Cosmetology, DHEC, the Department of Education, the Department of Labor, and accrediting agencies. The results of these audits are regularly reviewed by senior administrators and by the Area Commission.

1.3 How do senior leaders create an environment for performance improvement, accomplishment of strategic objectives, innovation, and organizational agility?

Annually, 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 for the coming year. Additionally, the president conducts a post-registration meeting three times per year, soliciting input from all college employees on how to improve the registration process by discussing problems identified at the previous registration/pre-registration period.

The Dean of Instruction conducts an annual faculty orientation where problems or issues are addressed and corrected for the coming year. Every academic department 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.

1.4 How do senior leaders create an environment for organizational, faculty, and staff learning?

All faculty and staff are eligible to enroll on campus in 9 semester credit hours per calendar year with no tuition charge. In addition, using Perkins III funds, a number of faculty have been funded to take graduate level online courses to upgrade their qualifications and to gain experience in online operations so that new WTC online courses could be developed. Annually, a faculty-staff trip to local business and industry is organized to familiarize college personnel with the needs of employers in the surrounding area.

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 4), senior leaders promote the development of future organizational leaders. Classes are not scheduled during the annual South Carolina Technical Education Association conference in February so that staff and faculty may participate in the workshops and networking opportunities available at that meeting. At least one employee has completed the South Carolina Technical College System Leadership Academy.

1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff 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 big and small ways. By nominating worthy candidates for state and national awards, by personally thanking employees, and by assigning more responsibility as earned, senior

leaders encourage, empower, and motivate faculty and staff. Point of Service evaluation cards are available for “customer’s” use and these are periodically returned to the responsible individuals for review.

1.7 How does your organization evaluate the performance of your senior leaders, 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 Area Commission evaluates the president; the president evaluates the deans and others who report directly to him; staff 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 How does your organization address and anticipates 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, admissions staff and the registrar, 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. Since 2003, the college has cancelled four certificate programs due to low enrollment and insufficient business need. In this same time period, the college has added one associate degree program, a diploma program, and two certificate programs due largely to community demand, student interest and projected employment needs. The college reports annually to the South Carolina Technical College System Office on the viability of its programs, including enrollment, graduation, and employment data

1.9 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, faculty and staff, and the organization’s students contribute to improving these communities.

College employees participate in numerous charity activities including the Relay for Life, Rotary Club, HomeTown Chamber activities, Hospital Board, local festivals, and many church-related activities. These activities are links to the community to ensue that the college is responsive to citizen and business needs.

With Tech Prep, the college annually offers a Saturday all-day Techno Camp for area eighth graders to give them an opportunity to explore various occupational areas they have not been exposed to, such as Machine Tool Technology, Welding, Criminal Justice, Health Careers, and Cosmetology. The director and all the instructors serve on a volunteer basis.

Phi Theta Kappa, the student honorary organization, has completed several community-oriented projects this year. For example, they collected lap blankets for nursing facilities, and books for distribution to special needs children.

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. Long-term organizational sustainability and organizational continuity in emergencies
- e. Your ability to execute the strategic plan

<u>TOPIC</u>	<u>RESPONSIBILITY</u>
❶ Report on the Analysis of Internal and/or External Environment.	(IE Coordinator)
➤ Status of Strategic Plan Goal Achievement ➤ College Strengths & Weaknesses. ➤ Demographics of Service Area ➤ Community Needs ➤ Economic Trends ➤ Legislative Mandates	
❷ Review & Revision of Current College Documents	(President's Staff)
➤ Purpose Statement ➤ Vision ➤ Values	➤ Role/Scope ➤ IE Process
❸ Develop Strategic Direction	(President's Staff)
➤ Priority Initiatives ➤ Institutional Goals ➤ Resources (a) Availability (b) Allocation	
❹ Develop Evaluation Plan	(President's Staff)
➤ Goals and Priority Initiatives ➤ Indicators of Effectiveness ➤ Assessment of Outcomes	

The Strategic Plan directs the college in the path it should follow to meet the mission of the institution. It consists of broadly defined institutional *initiatives*, which 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 and reviewed annually by the IE Committee, the President's Staff, and the Area Commission.

The process for review and revision of the Strategic Plan begins in July of each year. At a retreat scheduled by the President, 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. The agenda for the Planning Retreat should, as a minimum, include the topics listed in the box to the left.

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. The IE Coordinator is the person responsible for recording the changes/revisions made and for preparing the draft document containing the changes or revisions.

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 August 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.

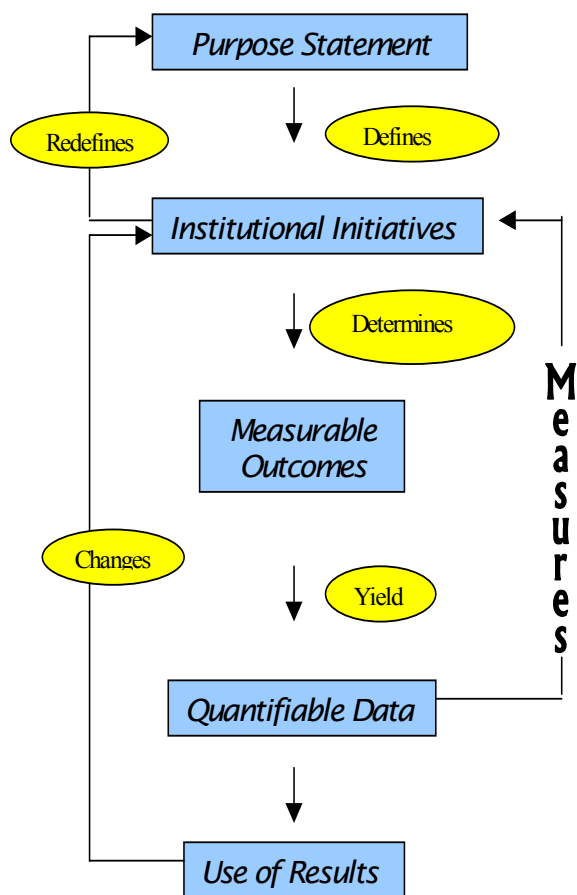
Following the commission's August meeting, the President's staff will meet to discuss the initiatives and develop annual goals to be achieved for each year in the three-year strategic planning period towards the accomplishment of the initiatives. Once completed, the plan will be disseminated to each division. This step in the review/ revision process is completed by the middle of August of each year.

2.2 What are your key strategic objectives? (Address in Strategic Planning Chart)

2.3 What are your key action plans/initiatives? (Address in Strategic Planning Chart)

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 05-06 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures
Instruction	* Build and foster external and internal relationships.	1.1 Expand relationships with all publics (friends, alumni, campus personnel, business, industry, school district, etc.) to enhance the college's image in the community.	(7.6) (7.1-1) (7.1-2) (7.1-3) (7.2-3)
		1.2 Develop, prepare, and manage appropriate grants in support of community work force needs.	(7.3-1)
		1.3 Enhance the physical appearance of the college.	(7.3-5) (7.3-6) (7.3-7)
	* Reaffirm our commitment to provide a system of continuous quality improvement to the educational process.	2.1 Develop and implement a realistic, attainable, professional and personal improvement plan to be made part of the employment evaluation process.	(7.4-1) (7.4-2)
		2.2 Prioritize and sustain campus-wide quality improvement processes.	(7.3-5) (7.3-6)
		2.3 Refine and enhance budget procedures tied to college priorities/initiatives.	(7.6) (7.4-2)
	* Integrate and utilize improved systems of data collection, analysis, and communication.	3.1 Develop and implement policies and procedures for inputting/extracting and communicating data, e.g., WTC website, WebAdvisor, Donor2, Datatel, and all on-line transactions	(7.4-3)
		3.2 Utilize information as a tool for strategic and operational decision-making.	(7.3-6) (7.3-5) (7.3-2) (7.3-3)
	* Provide educational and training programs to support current and anticipated work force needs.	4.1 Scan the local environment for additional programmatic needs and respond accordingly, e.g., federal prison, agreement with 4-year institutions, distance education, increased recruitment advertisement.	(7.4-3) (7.3-4)
		4.2 Increase enrollment and improve retention through innovative marketing and customer service strategies.	(7.2-3) (7.2-4) (7.1-4) (7.1-5)

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.



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.

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 draft of the Strategic Plan. (JULY)

In Step 2, the Area Commissioners approve identified institutional initiatives as well as changes to the mission statement 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 academic departments develop their forms A, B, and C in support of divisional outcomes and all other departments use the Employee Action Plan (EAP) forms to record and track their goals and outcomes. (AUGUST)

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

In Step 6, the IE Coordinator develops survey instruments, in concert with Institutional Research, for data collection needed for assessment. Coordination of data collection activities, if needed,

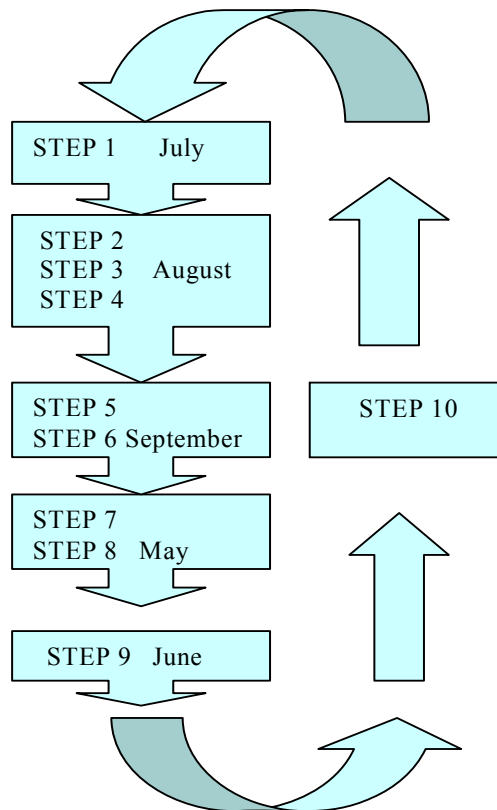
will be communicated to the whole college. Additionally, the IE Coordinator will maintain a record of all data analyzed. (SEPTEMBER)

In Step 7, the college divisions collect and submit their (and their department's) completed assessments and use of results on Form (C) or the EAP form to the IE Committee for review. (APRIL)

In Step 8, the IE Committee completes their review of Form (C's) and EAP forms and forwards a copy of the completed *Assessment Record Book* of all Forms (A), (B), (C) and EAP to the President. These collections of forms constitute the completed *Operational Plan* for the current cycle year. (MAY)

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*. (JUNE 15)

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.

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 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

Specific objectives were crafted to address challenges facing the college in areas of low enrollment, funding, and expected staff shortages due to retirement (see Section II, Item 7).

2.8 If the agency'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 is presently not available on the WTC website, but plans are underway to include a link to the plan for next year's accountability report.

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?

Williamsburg Technical College recently administered a mail survey of the entire community to find out what educational programs to address. There was a very poor response to the survey, and thus the survey results were not usable. The best method currently available is to rely on demand (signups) for the various classes and programs as they are offered. Programs are reviewed and sometimes discontinued when there is not enough demand for them. The use of past history and trends is often a good predictor for the future.

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) and their relative importance to these groups' decisions related to enrolment?

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.

Several surveys are administered on a yearly basis to determine satisfaction with instruction and course offerings. Employer surveys are also administered to learn how satisfied the employers are with recent hires from the college. These surveys give a good indication of what the graduates need to know and where their strengths lie. 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.

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

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction?

For answers to both question 3.3 and question 3.4, please see the response to question 3.2.

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, Williamsburg 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 friendships 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 relationship with that 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 situations; 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 practice the mantra of “deliver more than is expected.”

To reinforce the need for customer service, the college conducted a Customer Service Training event, hosted and led by Jeffery Black, during the summer of 2005. This in-service training involved every employee of the college, including faculty and staff.

Section III, Category 4 – Measurement, Analysis, and Review of Organizational Performance

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

There is an eleven-step process in place by which departments and divisions determine which operations, processes and systems to measure to determine student learning, and for tracking organizational performance. These goals and objectives are tied closely to the strategic plan of the college. The process involves setting goals and objectives, determining methods of measurement, and use of results. The process is outlined as follows:

July	Executives review purpose, vision, IE process, and identify initiatives and goals
August	Area Commission approves revisions and identifies initiatives and goals.
August	IE Committee develops a draft of the Strategic Plan (SP).
August	President's Staff approves SP; WTC begins the Operational Plan (OP).
August	WTC develops divisional, departmental objectives to support the Strategic Plan.
September	The IE Committee reviews the objectives of the Divisions and Departments.
September	Institutional Research develops a plan for assessing the objectives.
April	WTC departments and divisions submit results, use of results, and objectives for next cycle.
May	The IE Committee reviews results and completes the Assessment Record Book
June	Administrators review the Assessment Record Book and the use of results for possible needed inclusion in the strategic plan for next cycle and to determine funding needs.
July	The process cycles back to step 1.

4.2 How do you use data/information analysis to provide effective support for decision making 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. The use of results is documented on the assessment record forms and communicated to the Dean of Instruction, the IE Committee, and the Curriculum Review Committee as well as the senior staff. Findings and recommendations for improvement are then incorporated into the planning stages of the upcoming year's cycle.

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 What are your key measures and how do you keep them 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.

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 nearly impossible. WTC is the smallest of the sixteen technical colleges and the next smallest college is nearly three times 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 ensure data integrity, timeliness, accuracy, security and availability for decision making?

Ensuring data integrity and accuracy is a problem WTC faces that needs to be addressed without delay. 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 will 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). The college’s part-time Institutional Effectiveness/Institutional Research official submits this data on a timely basis.

IPEDS data is isolated and has improved availability and security in recent years.

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.

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

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

4.7 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 Instruction 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. The college has sent at least two employees to the Southern Association of Colleges and Schools (SACS) annual conference for the last five years, and these employees collect valuable information regarding best practices shared among member institutions and distribute this information throughout the college staff.

Section III, Category 5 – Faculty and Staff Focus

5.1 How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

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

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities
- Affording employees the opportunity to exercise flexible work schedules
- Placing value on employee performance by maximizing available dollars to award performance increases
- Awarding bonuses, based on available funding, to recognize significant employee contributions/efforts
- 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
- Promoting from within where possible
- 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 “Employee 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 skill sharing across departments, jobs, and locations?

As a small campus—15-20 full-time faculty and fewer than 100 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.

The Chief Development and Public Information Officer produces a weekly electronic news bulletin, *The E-News*, which is distributed electronically, and a hard copy is posted on the "In the News" bulletin board located on the faculty hallway each week, highlighting events and happenings at the college and giving important information.

Periodically, faculty members conduct mini-workshops to share skills and knowledge. For example, during the summer 2005 term, a faculty member prepared instructions and conducted a workshop on how to construct a Faculty Web Page.

5.2 How does your faculty and staff performance management system, including feedback to faculty and staff, 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.

5.3 How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training?

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. Using Perkins III funding to encourage faculty to take graduate online courses in other fields has allowed the college to offer necessary courses not otherwise available.

Effectiveness is evaluated by observing the results. Faculty members, after taking graduate level online courses, have refined their technology skills and have upgraded their teaching methods to incorporate such technology. As a direct result, several hybrid online courses have been developed and offered, and a server has been purchased to enable creation of additional local online courses.

5.4 How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

As mentioned in 5.3 above, the college allows faculty and staff to complete up to nine credit hours per year tuition-free. Supervisors use this professional development activity to train and prepare staff members for increased responsibility and possible advancement. 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 III administrator, Tech Prep Liaison, SACS Liaison, Dual Enrollment Liaison, TechOnline Liaison, Committee Chair and IE/IR Manager. 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 with greater turnover due to retirements expected, there is a great need for additional cross training in all areas to prevent a sudden vacancy from becoming a crisis.

5.5 What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

Divisional surveys are conducted to assess faculty and staff well-being, satisfaction, and motivation. In addition, 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.

5.6 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 Biology/Chemistry instructor has developed an OSHA-compliant Safety Manual for 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 employs an evening administrator to handle any emergency requiring the need for police or ambulance service. 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.

5.7 How do you use faculty and staff 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 objectives and initiatives for the college.

Section 3, Category 6 – Process Management

6.1 How do you determine, and what are your key learning-centered processes that deliver your educational programs, offerings, and student services?

Student learning processes begin when they first apply for admission to the college. Immediately after they are tested, the admissions counselor speaks with them regarding their choice of a major course of study. Next, the students meet with their appointed faculty advisor to determine what specific classes are needed. This advisor follows the student throughout his/her college experience. Class instructors provide a detailed syllabus for each student, keep careful records of attendance and grades, and make themselves available for student consultations as needed. During the college term, the student has access to one of two “free” tutoring centers on campus to assist them upon request. Most of the classes are delivered by traditional methods on campus with qualified, SACS-credentialed instructors. In the few online or interactive audio-visual classes, the student has access to the instructor as well as to any needed resources in the WTC Learning Resource Center or through its Inter-library loan service. Transfer students have their transcripts evaluated in a timely manner, and all students can access their grades and their entire WTC college record via WebAdvisor. Additionally, all students can contact any instructor via email or voice mail.

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered 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.

As a part of the State Technical College System, WTC is governed by a strong fiscal arm that follows strict processes to ensure that business is conducted in compliance with state regulations. Regular budgetary review by the finance department and communication of budget status ensures that all employees are aware of current budget status and activities necessary to ensure that the college is a responsible agent of the public sector. Regular review and meetings of the executive team are held to communicate the status and to discuss issues that impact operations. During these meetings, direct reports to the President provide an update of department projects for accountability and performance review.

6.3 What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How does your day-to-day operation of these processes ensure meeting key performance requirements?

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 Dean of Instruction 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 Support Center where tutors, without charge, are available to students.

6.4 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

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. For example, portions of the financial aid services have recently been outsourced to enhance the timely delivery of services, incorporating an on-line application and review element. The Recruiting/Public Information service has recently employed the use of billboards, posters, and "Apply Now" signs to enhance enrollment numbers.

6.5 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 education related 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 using an outside grants writer and local

agencies. The college strives to maintain its accessibility and affordability to the residents of Williamsburg County; however, tuition was increased for the third time since 2001 for the Fall 2006 term to offset some of the shortfalls between local and state funding.

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 which are prioritized and scrutinized. For example, educational supplies and materials receive the greatest priority since they most directly affect the students and academic programs. 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, which are often both unpopular and arguably unwise. 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. Cross training and the need for additional support personnel and faculty are desperately needed in this atmosphere of requiring more with less.

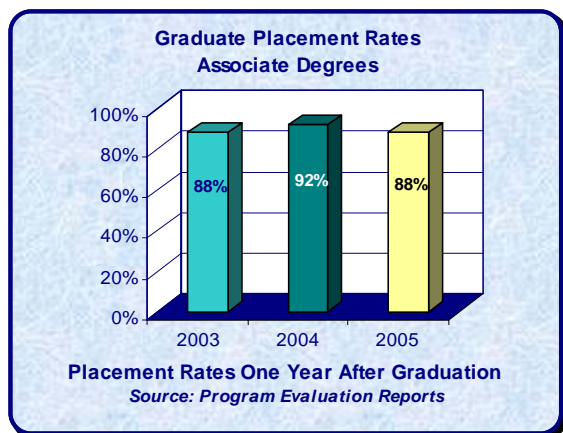
Academic programs facing smaller budgets and greater costs force college staff and faculty to be creative in getting the job done with little funds in which to do it. For example, if the welding program needs material for students to practice welding techniques, the faculty in the welding department will often ask local fabrication shops for donations of scrap metal. Partnerships with local industry often aid in supplying critical needs in many of the technology or industrial programs. Without the support of area industry, many of the technology programs would suffer greatly.

In short, less funds, rising costs, and greater demands hinder the college's ability to perform its mission, but with frugal spending, industry support, and creative solutions, the college meets 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?*

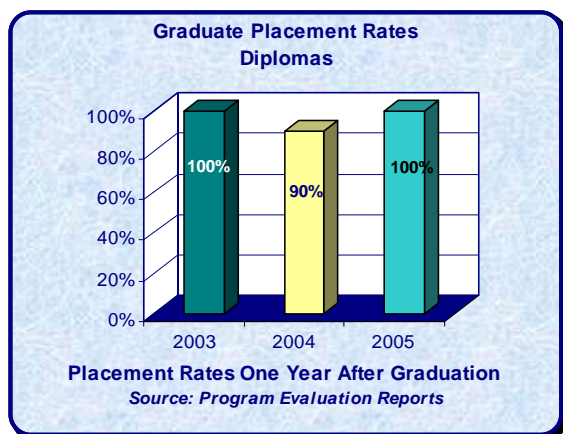
7.1-1 Associate Degree Placement Rates



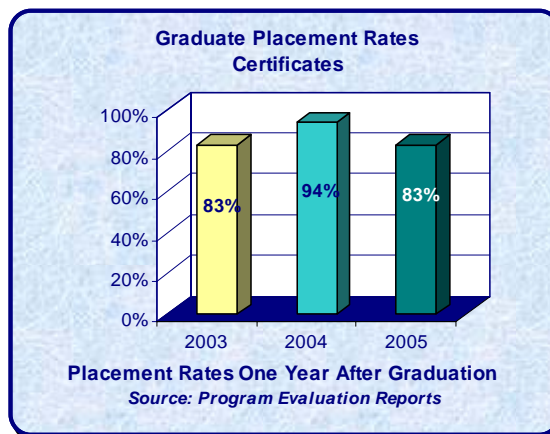
Perhaps the greatest measure of student learning is the student's ability to seek, find and maintain employment following graduation. The Institutional Effectiveness Coordinator conducts an annual graduate survey and alumni survey which, among several items, includes data on placement. This data serves as not only an aid to measure student learning but also as an indicator of program viability. As the graphs to the left and below indicate, at least 88 percent of associate degree graduates of Williamsburg Technical College have found employment or have continued

their education one year following graduation. Of the graduates in diploma programs, 100 percent qualified for placement in both 2003 and 2005, and 90 percent were either employed or continuing their education in 2004. Certificate programs are short, intense academic programs, designed to be completed in less than one year with specific employment or transfer needs built into the program. From 2003 to 2005, no less than 83 percent of the graduates in these programs were either employed or continuing their education.

7.1-2 Diploma Placement Rates



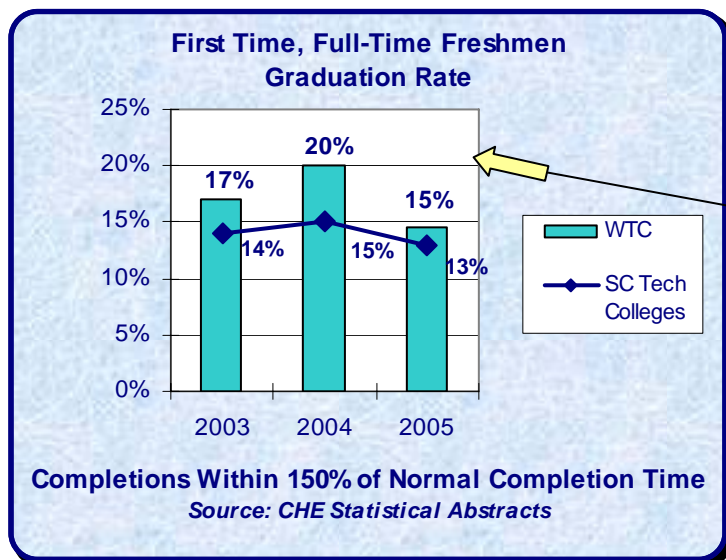
7.1-3 Certificate Placement Rates



Another important measure of student learning concerns 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. If the student's goal, however, is to seek

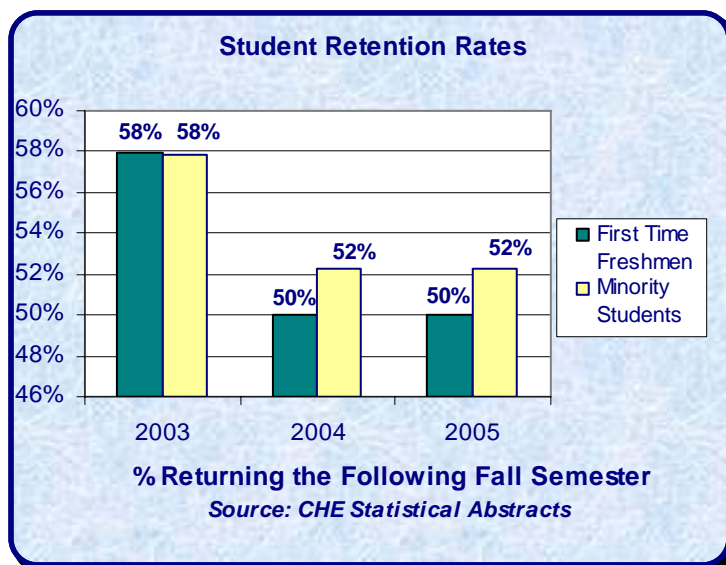
employment or advancement, they may, in fact be able to reach that goal after completing only one or two courses. As a standard measure, however, graduation and retention continue to be an excellent indicator of student learning. As the graphs below demonstrate, Williamsburg Technical College has enjoyed a graduation rate two to five percent above the state average for the past three years.

7.1-4 Graduation Rate



WTC graduation rates are consistently above the average for all technical colleges in the state.

7.1-5 Retention Rate

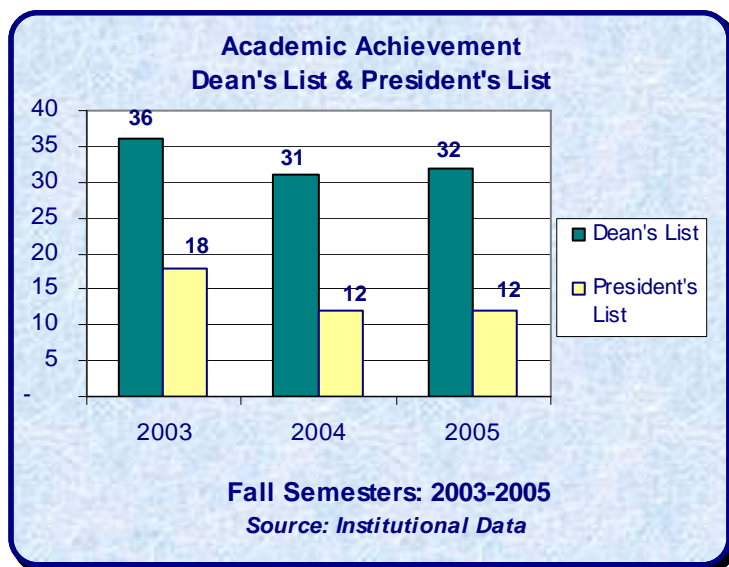


When comparing fall to fall retention and considering that most programs at WTC are designed to be completed in one year or less, retention rates above 50 percent are excellent when coupled with 15 percent or higher graduation rates.

Student learning, obviously, concerns the ability of students to succeed academically. A key indicator of student retention was the preparation of students prior to beginning an academic program and the level of support available following entry into the program. Students who encounter academic difficulties become frustrated and eventually leave. The college began an Academic Support Center using a Perkins III grant in 2000 to provide the support needed by

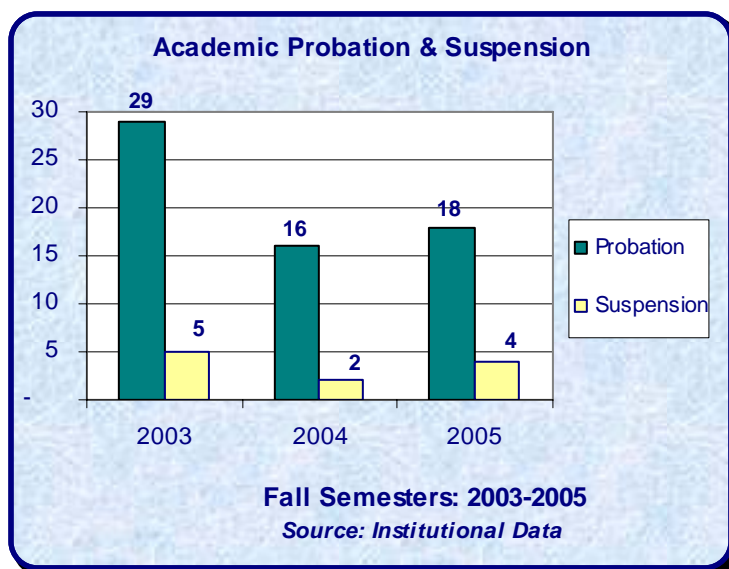
students in math and English. Since its inception, student success has increased and the numbers of students on probation or suspension has decreased. The college was also awarded a TRIO grant which included a Student Support Services element providing tutoring services as well as counseling. With both programs, students have free access to academic support and help.

7.1-6 Academic Achievement Lists



Since the beginning of the Academic Support Center and Student Support Services, the numbers of students on the Dean's List and President's List have remained relatively constant, indicating minimal levels of grade inflation through the years.

7.1-7 Academic Probation and Suspension



The numbers of students on academic probation or suspension have decreased through the years with a slight elevation in 2005.

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 Nail Technology. The Nail Technology Program is the newest of the programs, beginning for the first time in spring of 2005. From the data below student learning and program strength appear strong with 100 percent pass rates for the past three years.

7.1-8 Licensure Pass Rates

Number of Graduates Passing Professional, Graduate or Employment-Related Examinations and Certification Tests	Academic Years		
	2003-04	2004-05	2005-06
Cosmetology	100%	100%	100%
Nail Technology	N/A	N/A	100%

Source: Institutional Data

Perhaps the best source of data reflecting attainment of student learning outcomes and goals come from the graduates themselves. The data below reflects the satisfaction ratings from alumni following one year after graduation.

7.1-9 Graduate Survey Data

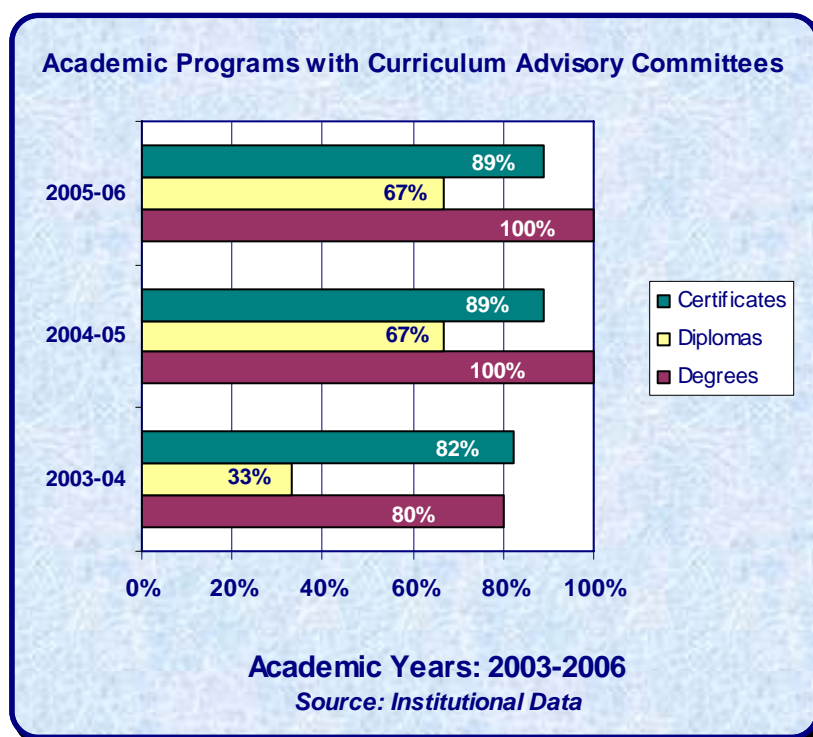
Achievement of Academic Goals	2004	2005
	Achieved	Achieved
Increased knowledge, skills, understanding in an academic/technical/vocational field.	98%	99%
Obtained a college degree/diploma/certificate	100%	100%
Completed courses necessary to transfer to a four-year college/university.	77%	79%
Achievement of Career Goals	2004	2005
	Achieved	Achieved
Discovered my career interests	90%	96%
Prepared me for a new career	92%	90%
Increased my knowledge for my current job	89%	93%
Increased my chances for a raise or promotion	79%	85%
Achievement of Personal Development Goals	2004	2005
	Achieved	Achieved
Became actively involved in student life/activities.	59%	62%
Met new people.	97%	96%
Increased my self-confidence.	93%	95%
Improved my leadership skills.	93%	94%
Improved my ability to get along with others.	93%	92%
Developed my ability to be independent.	96%	96%

Source: WTC Graduate Survey (2004, 2005)

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?

Every academic department at Williamsburg Technical College utilizes the input of advisory committees, comprised of business and industry leaders, educators and administrators, faculty, staff, and students, to measure and evaluate the effectiveness of its graduates in the workplace. Starting in 2004, every associate degree program had an advisory committee, and a movement has begun to include every diploma and certificate program as well. The chart below indicates the percentage of programs with active advisory committees, and figure 7.2-2 displays the percentage of the established best practices elements utilized by all advisory committees at the college as of 2004:

7.2-1 Active Advisory Committees by Program



7.2-2 Institutional Cooperation & Collaboration

Institutional Cooperation & Collaboration	Academic Years		
	2001-02	2002-03	2003-04
WTC Advisory Committees - Best Practices Met	83%	83%	95%

Source: CHE: A Closer Look at Public Higher Education

A very important 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 displayed below, over 90% of students rate most of the services

offered by the college as either good or excellent, and these ratings are relatively consistent from year to year.

7.2-3 Student Satisfaction Survey Results

Ratings of WTC Services:	2004		2005	
	Excellent	Good	Excellent	Good
Academic Advising	32%	55%	34%	58%
Admission procedures	28%	65%	30%	64%
Registration procedures	24%	66%	32%	58%
Faculty attitude toward students	26%	65%	29%	67%
Financial aid services	17%	60%	21%	62%
Work study program	16%	69%	17%	67%
Student Government Association (SGA)	15%	70%	16%	68%
Student Records	34%	62%	36%	62%
Availability of courses	22%	51%	26%	53%
Variety of courses	26%	67%	28%	66%
Testing/grading system	27%	71%	31%	62%
Preparation for job	25%	68%	30%	65%
Quality of instruction	26%	69%	29%	69%
Availability of your instructors	29%	67%	32%	63%
Faculty attitude toward students	21%	66%	29%	67%
Staff attitude toward students	25%	61%	27%	63%
Administration attitude toward students	24%	58%	25%	60%
Laboratory or shop facilities & equipment	15%	81%	18%	78%
Classroom facilities	20%	72%	21%	70%
Classroom computer services	21%	73%	24%	72%
Business office	24%	63%	26%	65%
Book store	22%	59%	23%	61%
This college in general	28%	64%	30%	66%

Source: WTC Student Opinion Survey (2004, 2005)

Another important indicator in determining stakeholder and student satisfaction with performance measures is communication within and throughout the college. If students, staff, and faculty feel comfortable with the current level of communication and are confident that their concerns are being addressed, then the services and administration of the college are being effective.

7.2-4 Student / Staff Satisfaction with Communication Process

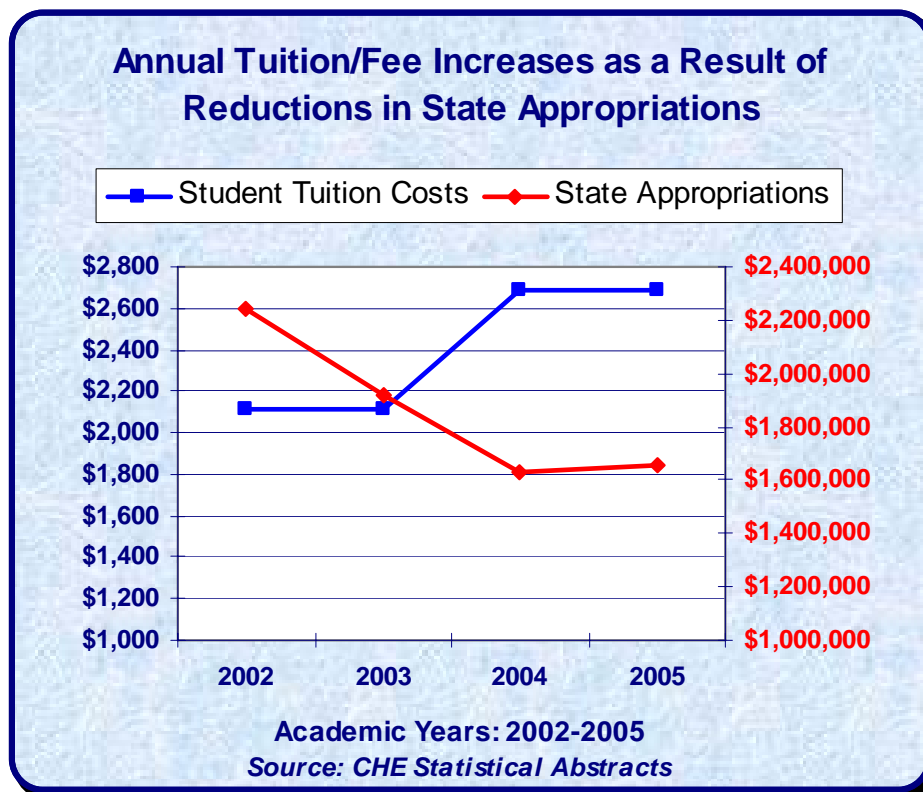
The Divisions of the College communicate effectively.	% Responding Very Satisfactory + Satisfactory	
	2005	2006
Responses by Students	92%	94%
Responses by Faculty/Staff	79%	85%

Source: Annual Division Surveys 2005, 2006

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

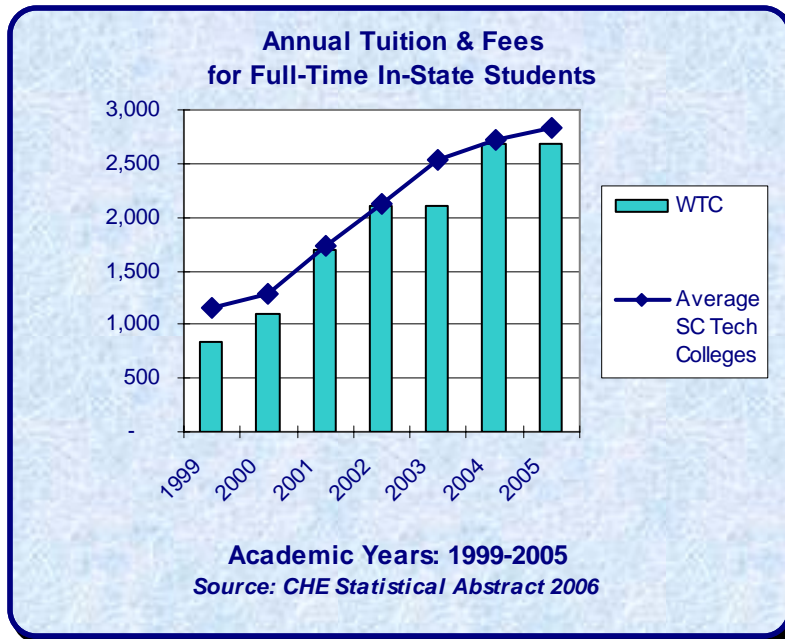
An important part of the mission and values of Williamsburg Technical College is ensuring that the college is both accessible and affordable to the citizens of Williamsburg County. For over 35 years, the college has made a concerted effort to keep tuition low and affordable for residents of, perhaps, the most impoverished and unemployed county in the state. College and community leaders recognize that only through education will Williamsburg County reach the dream held by most of America. Since 2002, however, state appropriations have fallen dramatically and funding for the college has been cut by over 30 percent. To continue the services of the college and to meet the demands of the local workforce, the college has had to increase tuition and fees by approximately 30 percent during the same timeframe.

7.3-1 Comparison of Tuition Increases and Budget Cuts



In a comparison of data beginning in 1999, however, the affects of budget cuts on tuition are much more dramatic and damaging to the county, the college, and its students. In 1999, tuition for the year (fall and spring terms) was approximately \$840. In less than six years, however, the cost to the student had more than tripled to nearly \$2700 per year. The average family in Williamsburg County earns less than \$18,000 per year. When students are faced with the choice of feeding their family or going to school, school ranks very low on their priority list. While seeking higher education or a valuable skill can help lift these individuals from poverty, basic needs will always take a more immediate priority, and attending college often seems like a luxury too great to afford.

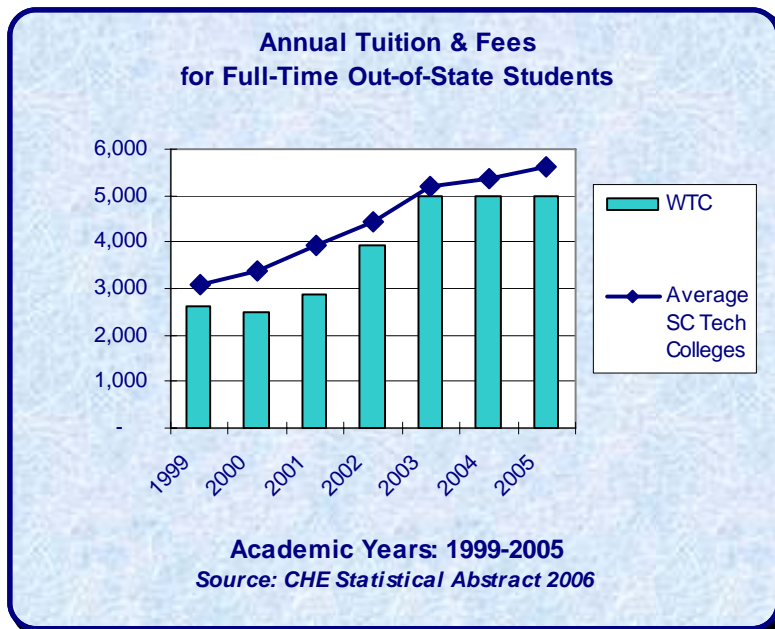
As graph 7.3-2 indicates, however, tuition and fees at Williamsburg Technical College have increased nearly 300 percent since 1999, but even with the higher cost to students, the college



has consistently held tuition and fees below the average of the other technical colleges in the state. In spite of increases in tuition, however, enrollment has generally been constant and flat, reflecting only minor decreases or increases.

7.3-2 Tuition and Fees Increases Since 1999

Williamsburg Technical College neither recruits nor attracts out-of-state students, and in the past six years, there have been less than three or four who have attended the college. The graph below, however, reflects a 200 percent increase in tuition and fees for these few students since 1999.

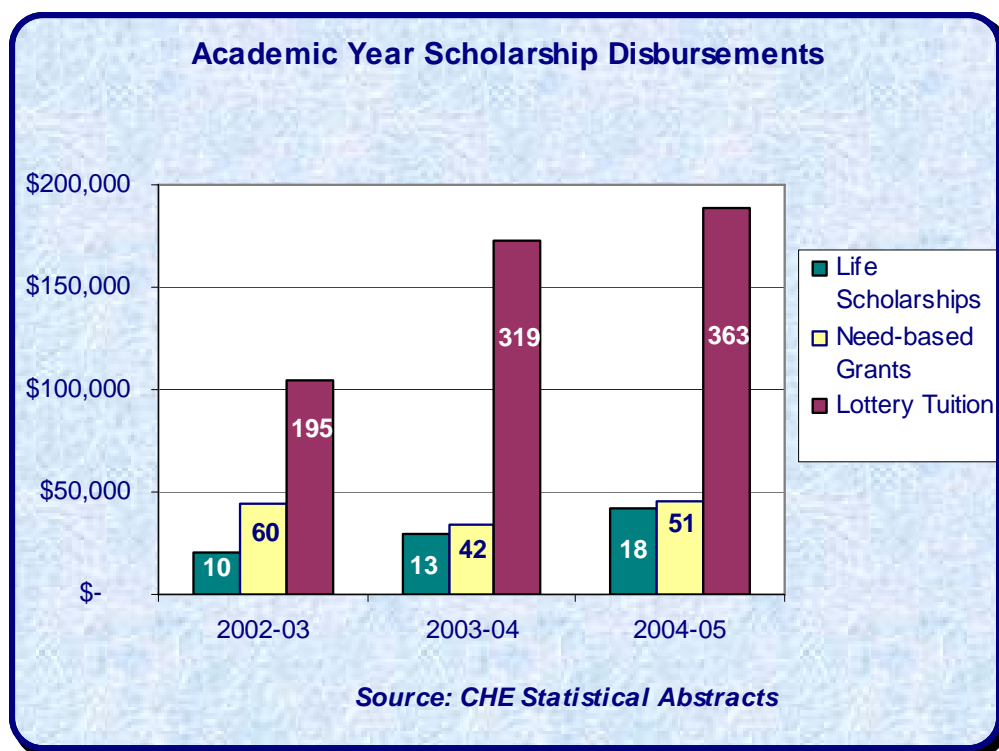


7.3-3 Out-of-State Tuition Increases Since 1999

As expected, given the low income levels of most residents in Williamsburg County, many students qualify for several state and federal tuition assistance programs. With the increases in tuition, however, many students are enrolling in less than full-time status to minimize the tuition cost. As a result, these students take longer to complete their programs of study.

To qualify for Lottery Tuition Assistance (LTA), a student must be enrolled in at least six hours and be admitted into one of the academic programs leading to either a certificate, diploma, or associate degree and not be qualified for Title IV funding. With 195 students receiving LTA in 2002 and 363 students receiving LTA in 2005, the chart below reflects an increase of 168 students during this time period.

7.3-4 Tuition Assistance Disbursements by Year

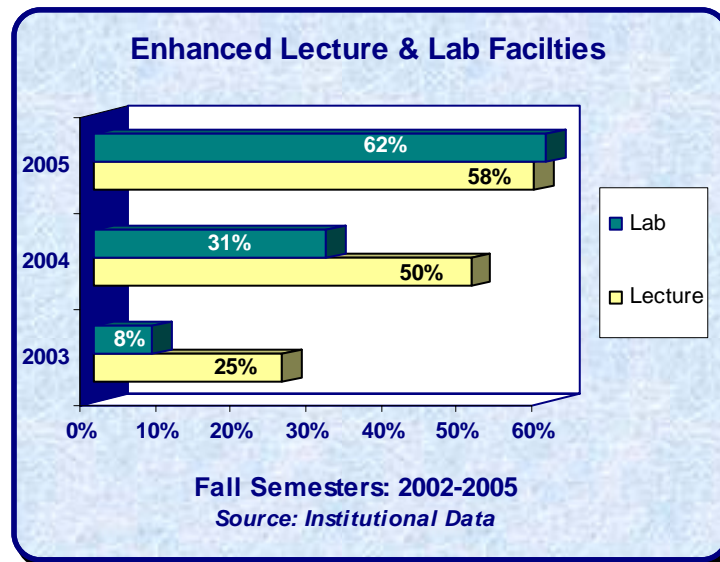


Even as funding to the college has declined over the past several years, the faculty, staff, and administrators have attempted to keep the academic integrity of the college and the preparation of its students in the forefront as one of the college's key goals. To this end, Lottery Technology Funds and some funding from Perkins III have been used to enhance classrooms and labs with computers, internet access, LCD projectors, SMART boards, DVD players, multi-media consoles, and sound systems. In 2000, the college developed a Technology Plan as a proactive measure to expectations that equipment funding allocations for the future would be both erratic and unpredictable. The use of operating funds to achieve the integration of technology into the classroom was out of the question since these funds were needed for essential daily operational needs in the academic departments, but the need for technology in the classroom was equally great. To achieve this end, the Instruction Division embarked on a room-by-room plan to

upgrade the technology available to faculty and students by utilizing the Lottery Technology Funds.

The chart below reflects the progress achieved thus far in achieving the goal of 100 percent enhancement of all lab and lecture classrooms.

7.3-5 Percentage of Classrooms with Enhanced Technology

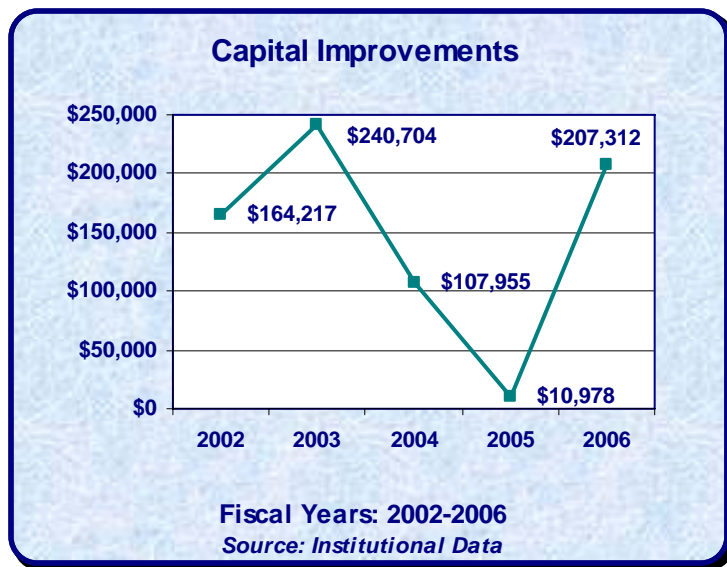


The data collected below indicates that student satisfaction with the improvements being made has been well received and appreciated, generally, but more improvements are needed in other areas of the college, such as the library, science lab, and canteen.

7.3-6 Student Satisfaction with WTC Facilities

Students' Level of Satisfaction with WTC Facilities:	2004		2005	
	Very Satisfied	Satisfied	Very Satisfied	Satisfied
Classrooms	25%	67%	26%	69%
Technical Labs	24%	66%	28%	67%
Library	20%	71%	25%	67%
Computer Labs	31%	65%	33%	64%
Canteen	39%	57%	38%	56%
Science Labs	19%	73%	26%	62%

Source: WTC Annual Student Opinion Survey (2004, 2005)



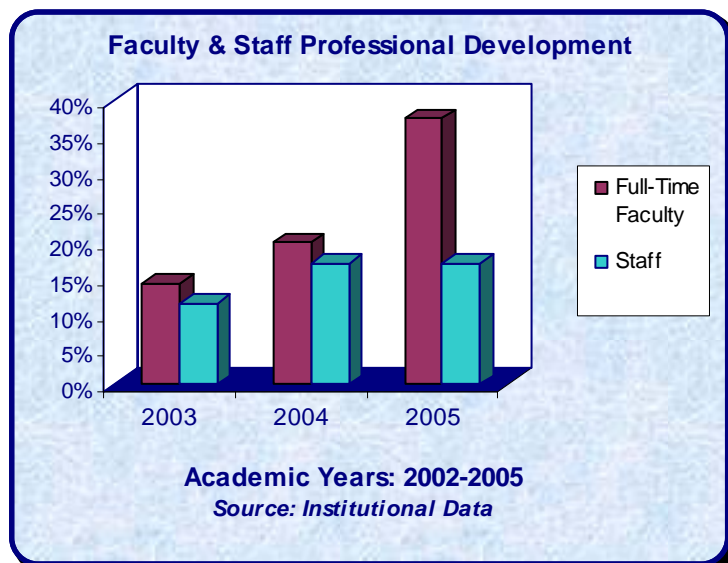
Cost containment is also a great concern for the college. Graph 7.3-7 reflects the level of funding spent on capital improvements since 2002. The funds spent on these improvements were used to upgrade old and inefficient heating and air-conditioning systems, repair and/or replace the roofs for all three of the main buildings on campus, and to replace old and worn out carpet.

Savings in energy costs continue to be collected and will be shown in future accountability reports.

7.3-7 Capital Improvement Expenditures

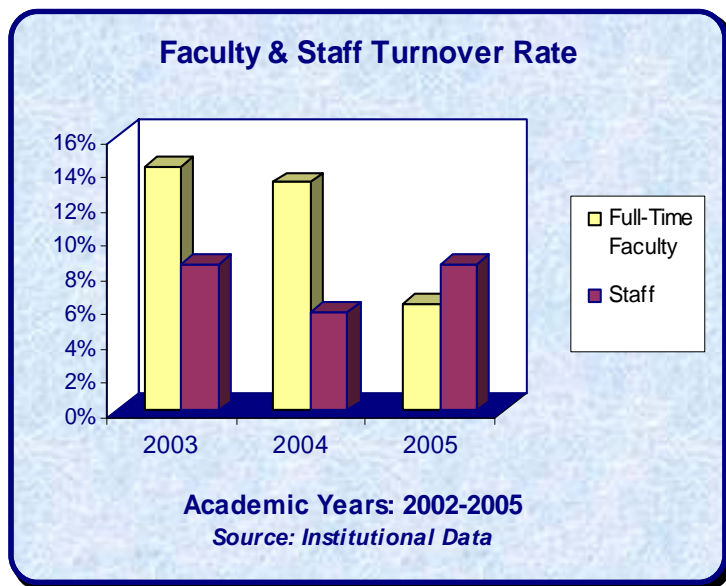
7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

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. As already mentioned, finding the funding to pay for professional development activities is challenging. Through several grants, however, the Instruction Division has been able to increase the percentage of faculty and staff participating in professional development activities since 2002. As graph 7.4-1 illustrates, the percentage of faculty and staff participating in professional development activities from 2002 to



7.4-1 Professional Development Participation

2005 have nearly doubled. Most of the faculty have taken additional graduate coursework which is either related to their major discipline or related to on-line course development.

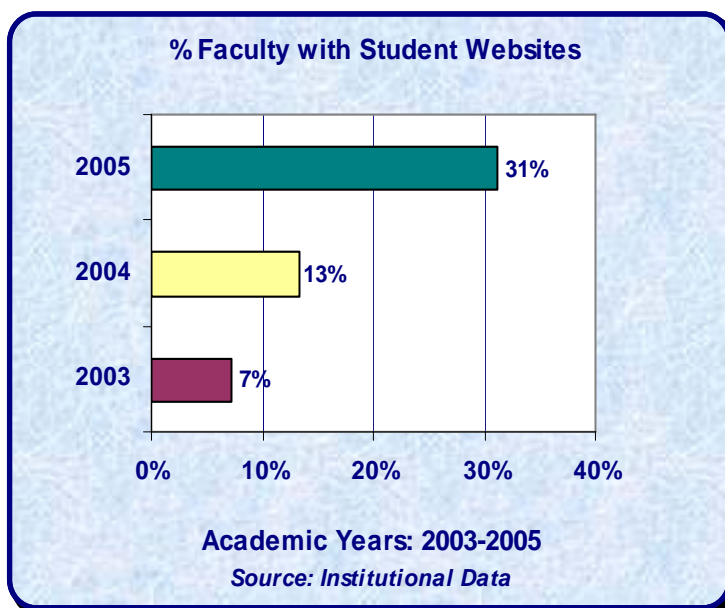


Employee turnover at Williamsburg Technical College is typically low, but as the graph to the left indicates, faculty turnover has decreased from 14 percent in 2003 to approximately six percent in 2005. There are two possible explanations for this decline, however. First, one could argue that faculty are satisfied with their working experience at WTC and are more reluctant to leave. Second, the college experienced a number of retirements in 2003 and 2004 which could also account for the larger number of turnovers during this period.

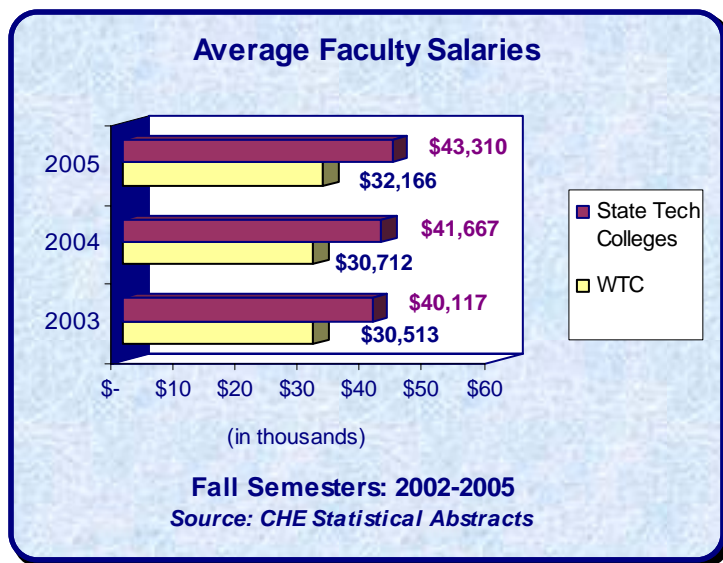
7.4-2 Faculty / Staff Turnover Rate

Another measure of faculty satisfaction can be derived from the number or percentage of faculty involving themselves in activities for which no additional compensation is received. Faculty are encouraged, though not required, to create their own website for student access and communication. Professional Development workshops have been provided to assist faculty in the creation of these sites, but no supplemental funding to the faculty has been provided. As graph 7.4-3 illustrates, the percentage of faculty with their own website has more than tripled since 2003 with even more planning their sites for the future.

As an added benefit, the faculty are growing more accustomed to the technology involved and are expanding plans for on-line or hybrid delivery of courses.



7.4-3 Percentage of Faculty with Websites



Due in large part to budget shortfalls, significant disparity exists between the average salaries of Williamsburg Technical College faculty and their peers at other technical colleges in the state. The long term effect of this widening gap will surely be increased turnover of qualified faculty. This problem and challenge, among many facing the college, is perhaps the most daunting. The only increases presently available to faculty are the typical three-percent cost-of-living adjustments given in most years.

7.4-4 Average Faculty Salaries

increases in salaries would result in cuts to essential educational supplies and operating funds. In spite of the low salaries, however, the faculty remain motivated and engaged, indicating, for now, an acceptable level of satisfaction.

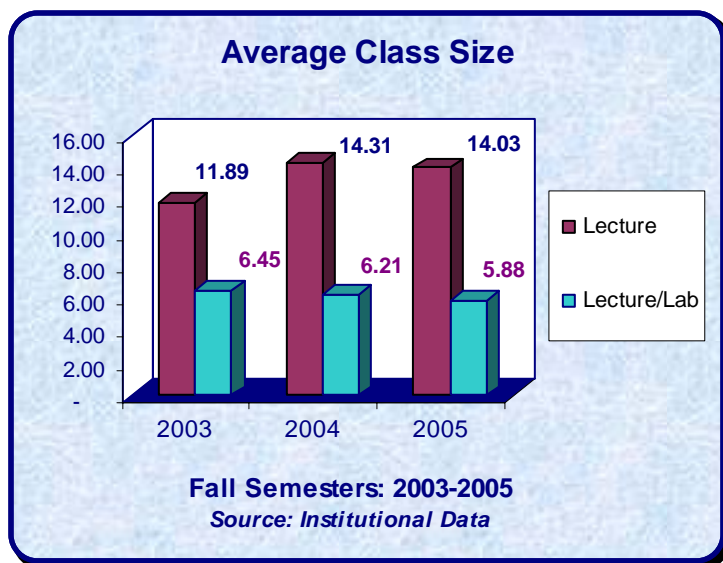
No additional funds from the college are presently available since any

7.5 What are your performance levels for your key measures on organizational effectiveness (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; cycle time, and other appropriate measures of effectiveness and efficiency).

Williamsburg Technical College assesses and monitors multiple indicators of effectiveness throughout the year, utilizing a number of methods and data sources while keeping a clear vision toward improvement and incorporating a student centered philosophy of the learning process. As already shown in multiple areas of Section VII, the numbers of students on academic probation or suspension have declined in the past several years, indicating that the college is moving in the right direction with its academic support features. The pass rates for students required to take a state licensure exam before being employable have also been reported in this section, and with 100 percent of the student passing the exam, the expected outcomes have been met. The college began a new Practical Nursing program in fall 2006, and information regarding these graduates will also be collected and reported in next year's accountability report as part of the licensure pass rate data.

Many of the successes and obstacles facing Williamsburg Technical College center on the fact that the college is small. Of the sixteen technical colleges in the state, WTC is, by far, the smallest with an average headcount each semester of approximately 600 students. Being small is also a benefit to our students as reflected in the data above regarding pass rates and improved academic performance. Lower class sizes and smaller student to faculty ratios allow much more one-on-one instruction to occur when compared to other larger institutions in the state with

average lecture classes exceeded 25-30 students. The graph below illustrates the average size of both lecture and lecture/lab classes held at WTC during the fall semesters from 2003 to 2005.

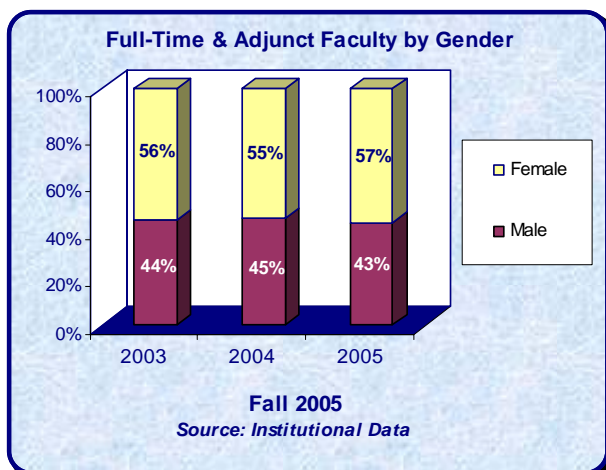


7.5-1 Average Class Size

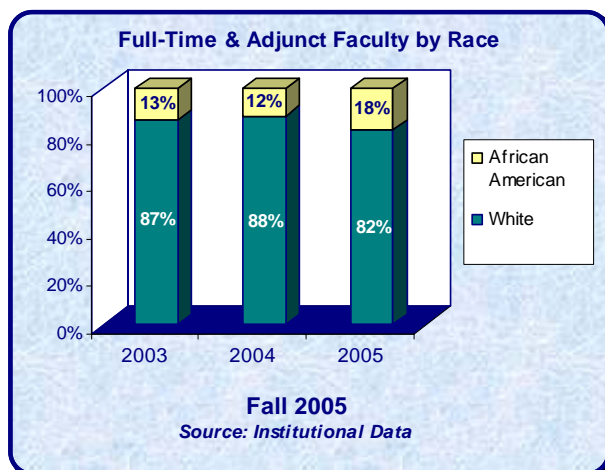
Minor shifts in enrollment account for some of the movement, either up or down, but since 2004 the average lecture class size has remained relatively constant at about 14 students per class. The lab courses are much smaller and reflect sizes closer to six per class. While this figure appears small for a lab course, the one-on-one benefit is immeasurable in classes such as welding or machine tool technology where hands-on training is critically needed for students to properly learn the skill. In the lab courses, safety is also of major concern, and with smaller class sizes, the instructor is able to devote more time to the

students who need the greatest help in understanding new or difficult techniques. The effectiveness of small classes, in terms of academic achievement and understanding, is undeniable.

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 below 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 will be difficult.

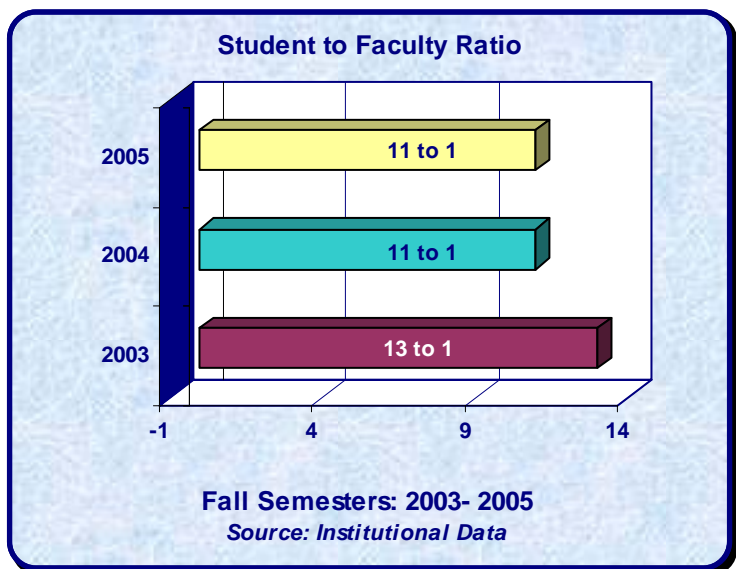


7.5-2 Faculty by Gender



7.5-3 Faculty by Race

Students attend Williamsburg Technical for a variety of reasons, and these reasons or goals are as diverse as the students are themselves. The barriers for continued attendance are also difficult for these students to overcome as already discussed in other sections of this report, but a critical factor for retention, understood by the college, is in the development of relationships with these students. Faculty understand, for example, that they must first convince students that care about them before they can convince the students to care about continuing their education. Having a faculty advisor or a faculty member that the student can approach and talk about problems builds relationships which encourage and allow students to move towards their goal.



7.5-4 Student to Faculty Ratio

Again, the smallness of Williamsburg Technical College is an advantage. Lower student to faculty ratios allow greater contact with faculty members who become both advisors and mentors to the students with the greatest need. The graph above depicts the unique advantage students at WTC have over attendance at larger colleges where faculty-to-student ratios are much larger, and the time faculty have to spend with individual students is much shorter.

7.6 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 2005-2006 academic year, Williamsburg Technical College has accomplished many 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.

Foremost among these is the establishment of the Practical Nursing program. The need for Practical Nursing instruction has long been evident, and offering this diploma program has been a goal for a number of years. Approval of the program is the result of writing and receiving several grants, including two from the Duke Endowment along with one from the Workforce Investment Act.

A second achievement during the 2005-2006 academic year was the upgrade and enlargement of the Automotive Repair program. A full-time instructor has been added and local high school students are now able to complete dual enrollment courses in automotive

technology during school hours as part of a partnership with the Williamsburg County School District and Williamsburg Technical College.

The college has progressed on its technology plan which intends to add “smart” room technology to every lecture and lab classroom on campus by utilizing the Lottery Technology Fund as available. During the 2005-2006 year, the college was able to install multimedia equipment in the auditorium and in two additional classrooms, significantly benefiting available instruction to students by enhancing the traditional method of instruction.

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. Over the past three years, Peddinghaus, a manufacturer of metal working machines in Andrews, SC, has donated over \$40,000 to the college in both equipment and materials. Firestone, located in Kingstree, SC, donated \$25,000 to the Industrial Maintenance Technology Program in addition to several electronic testers and equipment valued at over \$20,000. Tupperware in Hemingway, SC also donated a large injection molding machine to this program as well.

The best example of industry support and trust is Peddinghaus. This company came to the area in 2001 and immediately began building a relationship with the college. Today, over 25 percent of the employees at this facility are graduates of the WTC Machine Tool or Welding program. In fact, Peddinghaus will not hire new machinists who have not completed the WTC program. To continue to build a strong and skilled workforce, Peddinghaus pays all tuition and fees for employees wishing to take machine tool coursework at WTC.

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

Williamsburg Technical College is committed to maintaining compliance with all legal, financial, regulatory, and accrediting agencies. The college completed its last SACS reaccreditation visit in 2002 and will not receive another visit until 2012. As required by law, WTC has an independent auditor perform an audit of the college’s compliance with the laws and regulations applicable to the Federal Student Aid programs in which the college participates, as well as an audit of the institution’s financial statements.

Accountability Report Transmittal Form

Agency Name: **Williamsburg Technical College**

Date of Submission: **10-11-06**

Agency Director: **Dr. Cleve Cox**

Agency Contact Person: **Clifton R. Elliott**

Agency Contact's Telephone Number: **(843) 355-4138**