



2007 – 2008

ACCOUNTABILITY DOCUMENT

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

Section 1 – Executive Summary

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

Purpose Statement

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

Mission Statement

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

Values

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

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

2. Major achievements from the past year

During the 2007-2008 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. The most notable accomplishments for the year are as follows:

- **100% Pass Rate for Practical Nursing Program Graduates.**
The need for Practical Nursing instruction at Williamsburg Technical College has long been evident, and offering this diploma program has been a goal of the college for a number of years. Approval of the program was finally achieved during the summer of 2006, and the first cohort of 16 students began the program in Fall 2006. Of these 16 students, 9 completed the program to graduation for a 56.25 percent graduation rate which is higher than nearly all Practical Nursing programs in the state. All nine graduates passed the licensure exam for a 100% pass rate on the NCLEX. Additionally, the college was granted final approval from the South Carolina State Board of Nursing and will not require additional reviews for five years.
- **Early College Program Initiated.**
Williamsburg Technical College and the Williamsburg County School District have broadened and expanded their long standing relationship during the 2007-2008 year by creating an Early College High School, affecting college-bound students in the ninth through twelfth grade. The Early College High School was offered on the Williamsburg Technical College campus in Fall 2007 with an initial cohort of 75 ninth grade students. The Early College High School intends to be similar to an honors college for those students who score in the upper 10 percent of standardized tests. Students enrolled in the

Early College program will be university bound students who will be taking coursework for dual enrollment in their junior and senior years. Top performing students could conceivably graduate from high school with nearly a year and a half of transferable coursework completed.

The Early College project compliments the dual enrollment industrial technology program which has been in existence on the Williamsburg Technical College campus for many years. As reported last year, three new certificate programs were created in 2006, offering high school juniors and seniors the mechanism by which they can learn basic skills in either Automotive Repair Technology, Machine Tool Technology or Welding Technology and then use the credits earned for both high school and college credit, leading to one of these certificates and ultimate use in the Associate in Occupational Technology Degree if they so choose. All three programs are taught on the college's campus with college instructors. An initial cohort of 47 students started the program in Fall 2006, and the numbers grew to 60 in the Fall 2007 term.

- **Establishment of Core General Education Competencies.**

Throughout the 2007-2008 term, several IE Workshops were conducted for both faculty and staff, with the intent of reviewing and revising the Institutional Effectiveness Process at the college. Following these workshops, the Academic Council established six core general education competencies which it deemed important to be taught or reinforced in every course offered by Williamsburg Technical College. These competencies and the appropriate outcomes will be initiated in the Fall 2008 term and will be communicated to students and faculty via a master course syllabus which was also developed during this period. The core competencies and subsequent outcomes will be assessed in each course and the use of the results from these assessments will be used to improve the course and/or programs. The six Core General Education Competencies established are as follows:

- ① **Communication:** Students will be able to communicate effectively through reading, writing, speaking and listening.
- ② **Mathematical Reasoning:** Students will apply those mathematical skills appropriate to their program of study.
- ③ **Critical Thinking:** Students will employ effective processes for resolving problems and making decisions.
- ④ **Technology Utilization:** Students will apply knowledge of computers on a level compatible with job and/or educational demands.
- ⑤ **Interpersonal Skills:** Students will deal effectively and appropriately with others.

- **Professionalism:** Students will exhibit professionalism through observances of a code of ethics, a sense of responsibility, good habits, and a positive attitude.

- **Other Major Achievements.**

The Industrial Technology Department has initiated work with Apprenticeship Carolina and has set plans with Peddinghaus to establish two, possibly three, Federal Registered Apprenticeship Programs in machine tool technology and welding technology.

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 2009-10

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

4. 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 difficult 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.

5. Use of the accountability report

Williamsburg Technical College continues to develop a specific plan related to the use of the Accountability Report results. The Area Commission and the Administrative Staff are being educated about the content of the report and the accomplishment of stated goals and objectives. As the state of South Carolina moves forward in this process and more clearly defines the specific uses of the report, the Area Commission and college staff will be better positioned to use the results of the report for the betterment of the college. College staff and leaders annually review the attainment of goals and address action for improvement or revision of goals.

Section II – Organizational Profile

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

Williamsburg Technical College offers a variety of curriculum programs through the primary use of traditional lecture and lecture/lab methods. A very limited number (less than 1%) of the total course offering are available via the TechOnline Consortium, of which the college is a member with York Technical College, Piedmont Technical College, Northeastern Technical College, and Spartanburg Community College. A few courses in either criminal justice or psychology are typically received by the college each semester via interactive audio/video through a partnership with Northeastern Technical College, the sending institution.

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 Science
- Associate in Business – major in Administrative Office Technology
- Associate in Business – major in General Business
- Associate in Occupational Technology – major in General Technology
- Associate in Public Service – major in Early Care and Education

Diplomas

- Administrative Support
- Health Science with a major in Practical Nursing
- Cosmetology

Certificates

- Automotive Repair and Basic Automotive Repair
- Criminal Justice
- Drafting and Design Technology
- Early Childhood Development
- Electrical Technology
- General College Studies
- Human Services
- HVAC/R Technology
- Machine Tool Technology and Basic Machine Tool Technology
- Medical Office Clerical Assistant

- Microcomputer Business Applications
- Nail Technology
- Pre-nursing
- Small Business Management
- Welding and Basic Welding
- Word Processing

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

Students

Williamsburg Technical College considers its students as its major and most important group. There is diversity in students' ages, races, and reasons for being enrolled in courses for credit or for continuing education. Generally, the largest group of students is African American, over twenty-five 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 or within the past 3-5 years of high school graduation, transient students taking classes at WTC to transfer to four-year institutions, older students returning to continue their education either by choice or as the result of business closings and layoffs, business personnel seeking employment upgrades (for credit or for Continuing Education Units), and students employed on shift work or homebound seeking online instruction.

3. Operating locations

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

4. Number of Employees

At the time of this report, the college employs 67 full-time employees. Included in this figure are 20 full time faculty, including the head librarian. Demographically, 12 employees are white males including 7 faculty; 13 are black males including 2

faculty; 22 employees are white females with 6 of these being faculty; and 20 are black females with 5 being faculty.

The college also employs a number of part-time employees for a variety of purposes, including adjunct faculty, tutors and administrative support. Typically, the number of adjunct faculty number between 22-25 and the other part-time employees number between 30-40.

5. Regulatory environment

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

6. Governance system

As established by the South Carolina Legislature in 1969, Williamsburg Technical College is governed locally by the eleven-member Williamsburg Technical College Area Commission, 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.

7. Key suppliers and partners

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

Williamsburg Technical College works with suppliers such as 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.

8. Key competitors

In the offering of university transfer coursework, Williamsburg Technical College is the only two-year college within the service area of Williamsburg County, but Limestone College (a private four-year institution) offers some college courses on a block schedule format in the area. Many colleges across the entire United States, both four-year and two-year, however, offer a multitude of courses via on-line delivery through the world-wide web. There is no accurate method, unfortunately, to determine specifically how many colleges or how many students in our service area are utilizing the service. Limestone is not only a competitor for our students, but also a competitor for adjunct faculty in the area.

The only direct competitor in the offering of vocational training in the area is the Personal Touch Beauty and Barbering Complex which competes with the WTC cosmetology program only. Palmetto Training, located outside of our service area, is another private company which competes primarily with our Continuing Education programs in the offering of short-term vocational training and upgrade training in several areas to include welding and machine tool.

9. Factors contributing to competitive success

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

10. Performance improvement system

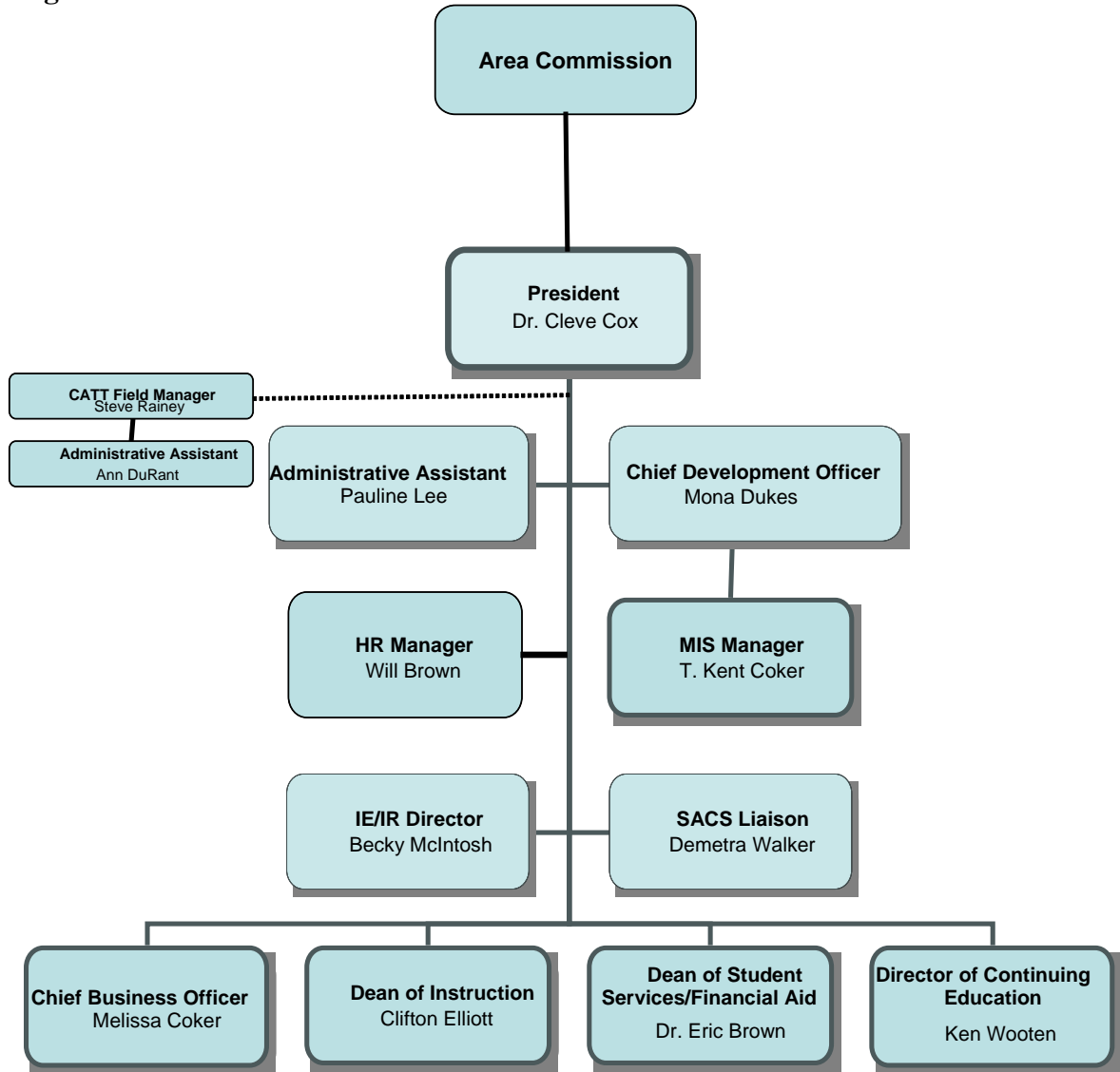
As one of the sixteen technical colleges in the South Carolina system and as a college fully accredited by the Southern Association of Colleges and Schools, Williamsburg Technical College is required to measure institutional effectiveness and to report to several external agencies regarding assessment of the WTC programs and support services. To comply with these requirements, WTC has established a routine of surveys of administration, goal setting, and data review to constantly improve its programs and services. The process, itself, is also frequently reviewed. During the 2007-2008 term the process was revised slightly as it relates to the IE Calendar, but the steps below are accurate as of the timeline for this report:

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.

11. Organizational Structure



12. Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 2,919,028	\$ 1,233,165	\$ 3,041,867	1,308,826.00	\$ 3,072,285	\$ 1,192,253
Other Operating	\$ 1,981,033		\$ 2,483,555		\$ 2,000,000	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 786,088	\$ 338,898	\$ 829,283	369,530.00	\$ 845,856	\$ 397,415
Non-recurring	\$ 110,787	\$ 110,787		\$ 74,638		
Total	\$ 5,796,936	\$ 1,682,850	\$ 6,354,705	\$ 1,752,994	\$ 5,918,141	\$ 1,589,668

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		\$ 220,592
Capital Reserve Funds		\$ 39,191
Bonds	\$ 107,556	\$ 59,158

13. Major Program Areas Chart

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
	Instructional	State: 1,682,850.00 Federal: 2,574,150.00 Other: 1,539,936.00 Total: 5,796,936.00 100% of Total Budget:	State: 1,678,356.00 Federal: 2,403,733.00 Other: 2,272,616.00 Total: 6,354,705.00 100% of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

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

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

Section III – Elements of Malcolm Baldrige Criteria

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

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

Under the 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 create a sustainable organization with a focus on action to accomplish the organization's strategic objectives, improve performance, and attain your vision?

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 president has also established multiple college committees with varying responsibilities, such as the College Council comprised of representatives throughout the college which is responsible for addressing, identifying and planning corrective action for any general problem facing the college campus and its workforce. The

president is the liaison for this committee and brings their concerns to the Administrative Team for action.

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.

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

During this reporting period, all employees of the college were required to sign an ethics statement, listing multiple examples of improper conduct for state employees. The employee's signature signified that they understood the ethical demands of state employment.

Additionally, 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.

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

All faculty and staff are eligible to enroll on campus in 9 semester credit hours per calendar year with no tuition charge. In addition, a number of faculty have utilized various grant funds 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. Additionally, the Instruction Division sponsored two workshops for faculty and staff during this reporting period: both focused on the review and revision of the IE Process and also educated new employees about the institutional effectiveness program at the college.

The Professional Development Committee also provides numerous professional development opportunities for the faculty and staff. In 2007-08, these included Harassment Prevention, Family Medical Leave Act, American's with Disabilities Act, Interview and Selection Procedures, Fire Extinguisher Training, and an informative session about the SC Retirement System.

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

By allowing and encouraging staff members to take courses (see question 1.4), 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. The college also strives to sponsor one employee each year in the South Carolina Technical College System Leadership Academy.

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

Senior leaders take every opportunity to recognize and reward outstanding performance in 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 engage, empower, and motivate faculty and staff.

As an illustration of the direct and active role from senior leaders, a full-time faculty member is nominated for the Governor's Professor of Year Award each year and the president and Dean of Instruction accompany the nominee and their spouse to a luncheon in Columbia held in the nominee's honor. Additionally, an adjunct faculty member is selected for a special award each year recognizing Excellence in Teaching. This award is given by the Dean of Instruction during the May commencement ceremony in front of the entire graduating class and faculty.

Annually, the college selects three employees as campus winners in three categories for the South Carolina Technical Education Association Educator of Year award in

the administrator, instructor, and support staff category. The president and several of the senior staff attend the annual banquet in honor of these winners.

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

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

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

The Institutional Effectiveness Committee at Williamsburg Technical College identified nine Indicators of Effectiveness. The committee and the President agreed that these indicators should be measured on a periodic and recurring basis so as to identify "abnormalities" or potential "health problems" of the college.

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

1. **General Education (Competencies Demonstrated)**
2. **Majors (Competencies Demonstrated)**
3. **Educational Objective Achievement (Graduate Survey Results)**
4. **Student Affective Development (ACT Alumni Survey Results)**
5. **Positive Opinion of Program's Quality (Student Opinion Survey Results)**
6. **Graduation Rate**
7. **Retention Rate**
8. **Graduate Job Placement Rate**
9. **Performance of Transfers at 4-Year Colleges.**

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

A Curriculum Review Committee, comprised of faculty, 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 five certificate programs and a diploma program 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 five certificate programs due largely to community demand, student interest and projected employment needs. During this reporting period, the college changed the name of one of its associate degrees as the result of studies on the state level which revealed a lack of clear program description in a more technically active environment. At the college level, the Curriculum Review Committee, with input from the faculty and external studies, decided to adopt a college skills course and to add that course as a requirement in every program offered by the college. Annually, the college reports to the South Carolina Technical College System Office on the viability of its programs, including enrollment, graduation, and employment data. The system office determines appropriate thresholds of enrollment, graduation and employment for program viability; however, the college may choose to cancel a program if demand or funding is expected to decline.

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

Annually during the strategic planning process, the president and executive staff review the mission, vision, and values of the college. One of the values of the college, which was affirmed by the senior leaders, that guides the emphasis for organizational involvement and support, simply states the following:

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

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

The values of the college also speak to equal access to all the people of Williamsburg County and in providing a quality learning environment. To demonstrate to the

citizens of the community what their technical college had to offer, the college held an “Open-House” with the intent of educating the community about the programs available to them and to highlight how their tax dollars were being wisely spent. The event was a success and there are plans to continue these type activities on an annual basis.

Students are also guided by the values of the college through the faculty advisors of the various student organizations. Phi Theta Kappa, for example, has completed several community-oriented projects this year. They collected food and books for distribution to special needs children and collected over \$1200 for the Red Cross Heroes Program. As a result of their community involvement projects, the Phi Theta Kappa chapter at Williamsburg Technical College was awarded second place at the annual South Carolina Technical Educator’s Association meeting in February for best student organization project of the year. The president and several other senior leaders, as well as the faculty advisors, were on hand at the awards program to show their support for the students in this organization.

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. human resource capabilities and needs
- e. long-term organizational sustainability and organizational continuity in emergencies including your ability to execute the strategic plan

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

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

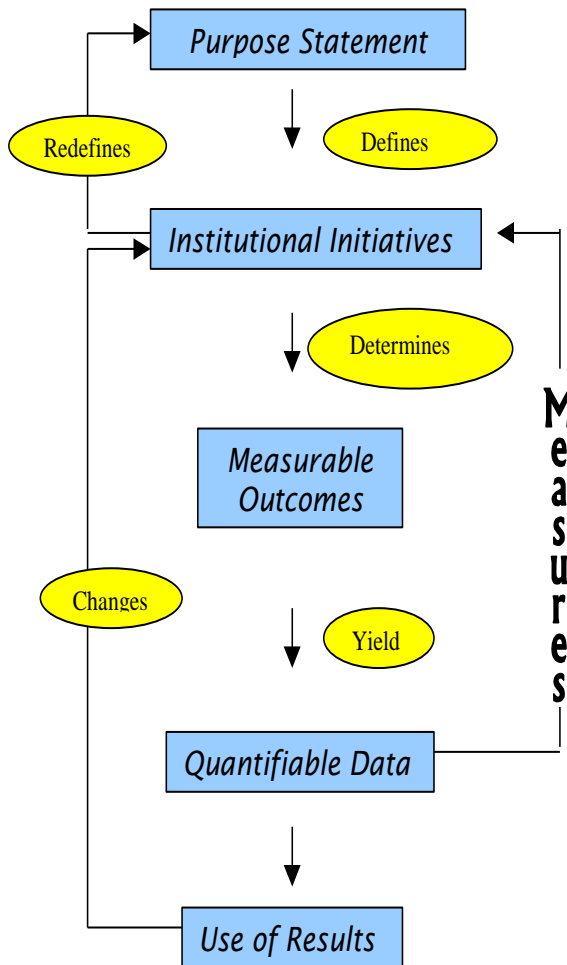
Specific objectives were crafted to address challenges facing the college in areas of low enrollment, funding, and expected staff shortages due to retirement (see Section II, Item 2.7).

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

As part of the Strategic Planning Process, the process, itself, is reviewed to ensure compliance with the stated goals and objectives of the college and the intent of accrediting agencies. In fact, the process is presently being reviewed and plans are underway for the 2008-2009 period to change some of the aspects of the process to bring more attention and focus on student learning outcomes as part of the strategic planning process.

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures
Instruction	<p>* Build and foster external and internal relationships.</p> <p>* Reaffirm our commitment to provide a system of continuous quality improvement to the educational process.</p> <p>* Integrate and utilize improved systems of data collection, analysis, and communication.</p> <p>* Provide educational and training programs to support current and anticipated work force needs.</p>	<p>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.</p> <p>1.2 Develop, prepare, and manage appropriate grants in support of community work force needs.</p> <p>1.3 Enhance the physical appearance of the college.</p> <p>2.1 Develop and implement a realistic, attainable, professional and personal improvement plan to be made part of the employment evaluation process.</p> <p>2.2 Prioritize and sustain campus-wide quality improvement processes.</p> <p>2.3 Refine and enhance budget procedures tied to college priorities/initiatives.</p> <p>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</p> <p>3.2 Utilize information as a tool for strategic and operational decision-making.</p> <p>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.</p> <p>4.2 Increase enrollment and improve retention through innovative marketing and customer service strategies.</p>	<p>(7.6) (7.1-1) (7.1-2) (7.1-3) (7.2-3)</p> <p>(7.3-1)</p> <p>(7.3-5) (7.3-6) (7.3-7)</p> <p>(7.4-1) (7.4-2)</p> <p>(7.3-5) (7.3-6)</p> <p>(7.6) (7.4-2)</p> <p>(7.4-3)</p> <p>(7.3-6) (7.3-5) (7.3-2) (7.3-3)</p> <p>(7.4-3) (7.3-4)</p> <p>(7.2-3) (7.2-4) (7.1-4) (7.1-5)</p>

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.

On the following page, the diagram shows this process in graphic terms. In Step 1, the President's Staff of the college reviews and approves (or recommends changes to) the mission statement, vision, and institutional effectiveness process. At this time they also

identify the institutional initiatives based on Institutional Research data and prepare a 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)

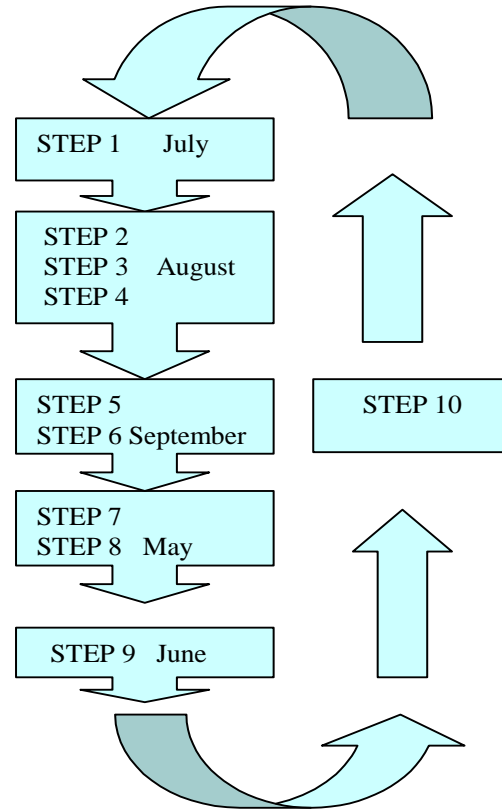
In Step 6, the IE Coordinator develops survey instruments, in concert with Institutional Research, for data collection needed for assessment. Coordination of data collection activities, if needed, will be communicated to the whole college. Additionally, the IE Coordinator will maintain a record of all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

In Step 7, the college divisions collect and submit their (and their department's) completed assessments and use of results on the appropriate IE Forms for review. (APRIL)

In Step 8, the IE Committee completes their review of these forms and forwards a copy of the completed *Assessment Record Book* of all IE forms 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 in various IE Reports and in documents such as this one.

2.6 How do you measure progress on your action plans?

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

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

The Strategic Plan may be found at the following link:

[http://www.wiltech.edu/IE/2007/Accountability%2007/2006-2009%20Strategic%20Initiatives%20\(all\).doc](http://www.wiltech.edu/IE/2007/Accountability%2007/2006-2009%20Strategic%20Initiatives%20(all).doc)

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

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

The best method currently available is to rely on demand (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.

While current demand is good predictor of program success, it does not help in planning for future needs. The president has set a goal to survey or interview 25 service area leaders regarding our program relevance and any changes, additions, or deletions they might recommend. He began this goal in 2006 and has met with about 70% of the area industry and business so far. In these visits he conducts a thorough assessment of how well the college is meeting their current needs, and he also asks what the college can do for their future needs.

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

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

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

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

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

Several surveys are administered on a yearly basis to determine satisfaction with instruction and course offerings. 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. Survey data, along with advisory committee input, is used by the Curriculum Review Committee in recommending changes, additions or deletions to program offerings.

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

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

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

As a small technical college, 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 the student. At each of these points of contact, the student has an opportunity to complete a satisfaction card survey and deposit it anonymously. In addition, employees maintain active and positive working relationships with colleagues in other departments and in other organizations that allow informal dialog and honest feedback; they identify common issues and/or problems and work collaboratively to develop win/win 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 college employees consistently practice the mantra of “deliver more than is expected.”

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

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

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

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

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

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

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

Key measures include an internal review of objectives and goals, graduation rates, placement of students, and student satisfaction as reported on the various surveys. Another important measure is input received from advisory committees regarding the performance of graduates who are employed by area business and industry. Comparison data of transfer students offer yet another measure as to the adequate preparation of students completing general education courses. These measures are first shared with the Dean of Instruction, and then to faculty and advisory committees. Based on these measures and outcomes, recommendations are then made to the Curriculum Review Committee who make any recommendation of changes to the Dean of Instruction.

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 twice as large. The academic departments do, however, utilize regional or national data as it relates to licensure tests in those programs requiring testing as a condition of employment. The college is, however, reviewing the possibility of joining a consortium of colleges in a national data collection and survey project. The data collected may help us determine what, if any, comparative data exists which may be comparable to WTC.

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

Ensuring data integrity and accuracy was a problem last year for WTC. To help address this issue, the college hired an additional IT staff member with expertise in networking. The addition of this staff person has helped free the MIS Director to devote more time to data integrity and timeliness of data reporting. Additional training for all personnel who enter data into the DATATEL system and especially for those persons who write the “rules” and set the priorities within the system continues to be needed as well as cross-training individuals in the MIS department, but the situation has improved compared to last year.

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

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

4.6 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 – Workforce Focus

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

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

- Providing tuition assistance to employees seeking job related educational/training/career development opportunities
- 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 knowledge/skill/best practice sharing across departments, jobs, and locations?

As a small campus with 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.

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

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

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

As mentioned in 1.4, the college allows faculty and staff to complete up to nine credit hours per year tuition-free. 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 IV administrator, 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 How does your development and learning system for leaders address the following:

- a. Development of personal leadership attributes;
- b. Development of organizational knowledge;
- c. Ethical practices;
- d. Your core competencies, strategic challenges, and accomplishment of action plans?

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

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

The college presently has no specific mechanism in place to fully assess the workforce capacity or capacity needs. Most functions are performed by a single individual, so if that person’s position becomes vacant, one is hired to replace them or those duties are not accomplished. If a department head determines a need, he/she must complete a Request to Fill form and forward it to the Human Resource Director for action. The capacity needs for faculty are determined in large part by the requirements of SACS. For example, every associate degree program must have a full-time faculty member employed as a program manager. Other agencies, such as the state board of nursing, also have staffing requirements which dictate capacity needs. As with most state employment, the skills and competencies are mandated for classified positions and for non-classified faculty positions, SACS requirements play a key role in determining skills and competencies.

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

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

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

Shortfalls in workforce education and skills are often identified during the strategic planning process and plans are developed to minimize or eliminate those shortcomings. For example, when it was identified that many new staff personnel were not as proficient in Datatel as they should and that many older employees, who had the skills, were retiring, the college began an extensive training program to educate personnel in the use of Datatel and sent 12 employees to the Southeastern regional Datatel Users Group (SEDUG) meeting to learn from other colleges. The SEDUG was so successful that the college intends to send as many employees as possible to this meeting each year. The college pays travel expenses for staff who attend this training, and for now, this is the only means of encouragement for on the job use. Plans are underway for devising a means of recognition for those who incorporate the knowledge learned into the daily operation of the college.

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

The Human Resource Manager has begun a detailed HR plan with a complete review of the process. To date, he has met with all administrative leaders of the college to seek their input for change and has initiated some changes to training. As mentioned, the process is under development and will be addressed in next year's report.

5.10 How do you motivate your workforce to develop and utilize their full potential?

A variety of rewards are utilized when performance exceeds expectation. Public recognition of top performers is utilized at every opportunity to demonstrate the best example of what is expected of faculty and staff.

5.11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce 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.

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

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

5.13 *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, and during the hours of 7:30 a.m. to 4:30 p.m., the college contracts with the Kingstree Police Department to have a uniformed police officer on campus. If additional help is needed, the response time for the local police is less than five minutes, and since the college is located directly beside the local hospital, emergency services are less than two minutes away from the college.

Section 3, Category 6 – Process Management

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

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

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

6.2 What are your organization's key work processes?

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

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

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

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

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

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

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

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

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

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

Key support processes include the following:

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

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 employed the use of billboards, posters, and “Apply Now” signs to enhance enrollment numbers along with direct interaction with the college’s recruiter. All offices of Student Services have been relocated to the Administration Building for improved convenience to students and improved efficiency for staff.

6.6 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 fourth time since 2001 for the Fall 2007 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, the key processes of the college. On the other hand, often the first budgetary item to be cut is travel, which adversely affects college personnel and their ability to attend conferences and seminars related to their jobs.

As with any college, personnel costs require most of the operating funds. As a result, shrinking budgets have forced managers to make difficult decisions, 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.

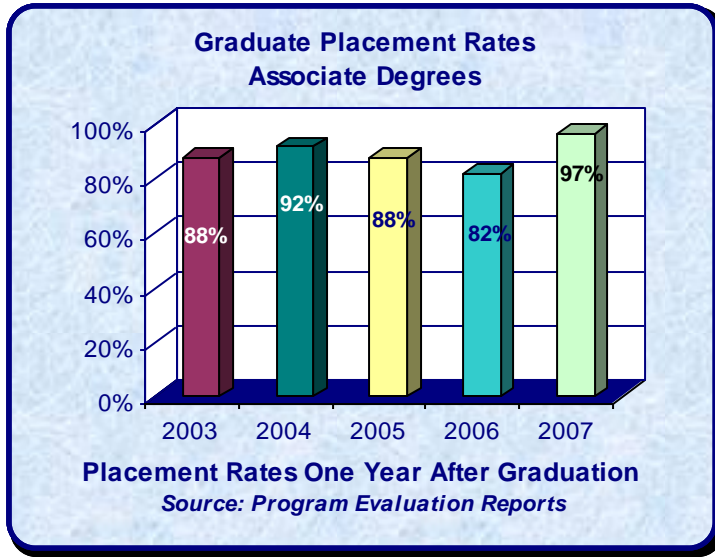
Academic programs facing smaller budgets and greater costs force college staff and faculty to be creative in getting the job done with little funds in which to do it. For example, if the welding program needs material for students to practice welding techniques, the faculty in the welding department 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 funding, rising costs, and greater demands hinder the college's ability to perform its mission. Williamsburg Technical College is a "state-supported" institution of higher education in the state of South Carolina, but only through frugal spending, industry support, and creative solutions has the college been able to meet the needs of its students.

Section 3, Category 7 – Results

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

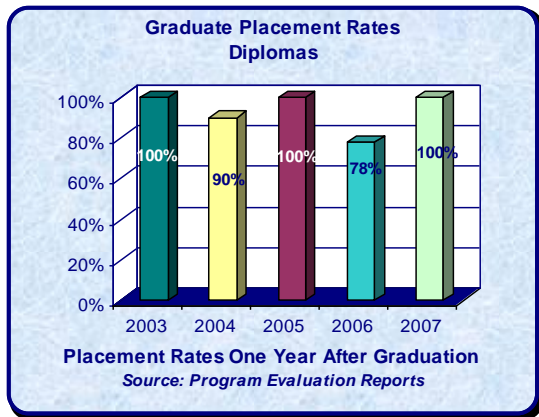
Graph 7.1-1 Associate Degree Placement Rates



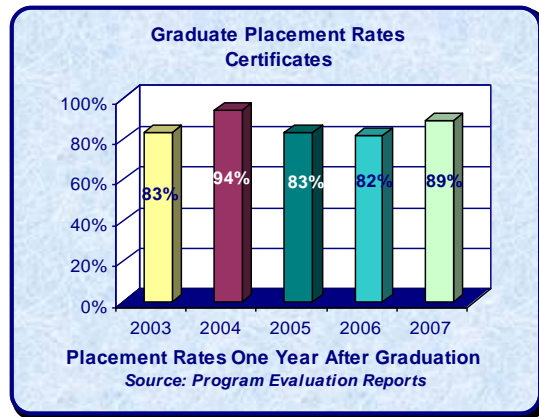
Perhaps the greatest measure of student learning is the student’s ability to seek, find and maintain employment following graduation. The Institutional Effectiveness Coordinator conducts an annual graduate survey and alumni survey which, among several items, includes data on placement. This data serves 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, there has been

a slight increase in placement for all programs since last year. Over the past several years, the data in this area has been up and down, depending in large part to the local economy. The indicator is deserving of continued review, but for now, placement seems to be improving for all programs.

Graph 7.1-2 Diploma Placement Rates

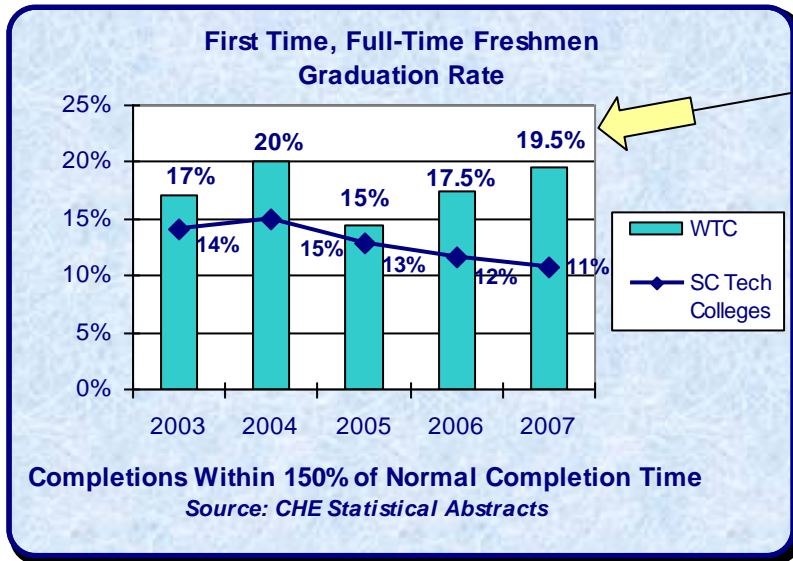


Graph 7.1-3 Certificate Placement Rates



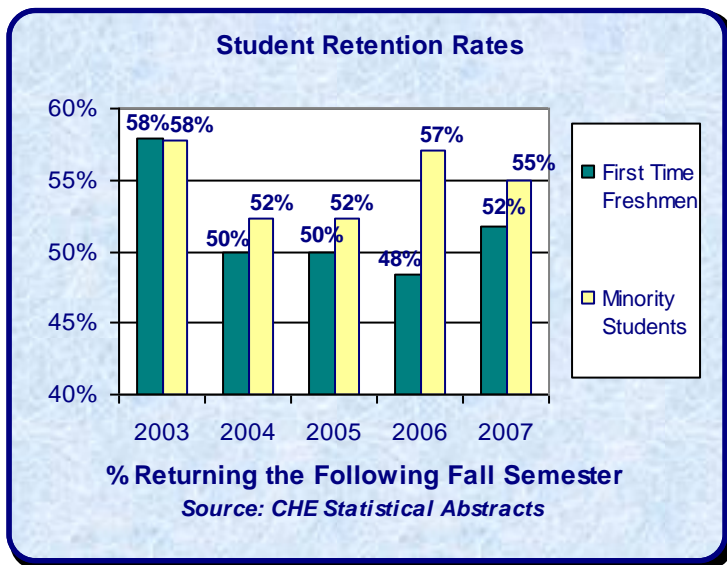
Another important measure of student learning concerns graduation and retention rates. Students who are satisfied in their ability to meet their goals generally stay enrolled until program completion and are retained from semester to semester. If the student's goal, however, is to seek employment or 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 eight percent above the state average since 2003.

Graph 7.1-4 Graduation Rate



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

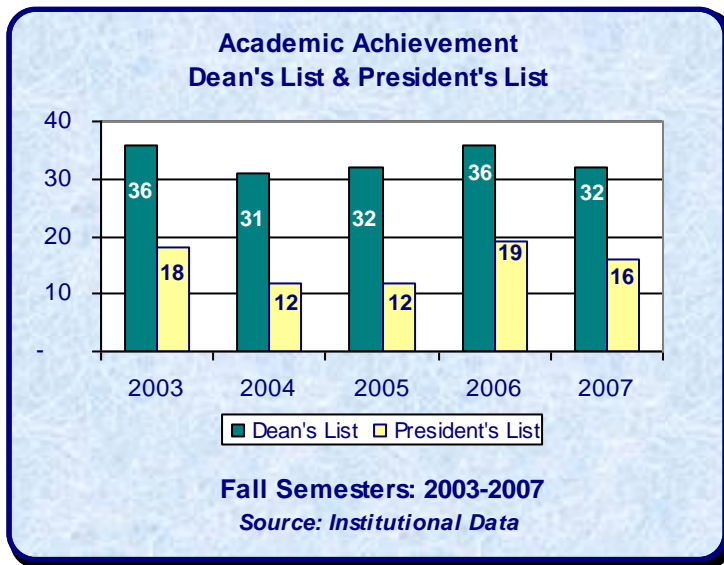
Graph 7.1-5 Retention Rate



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.

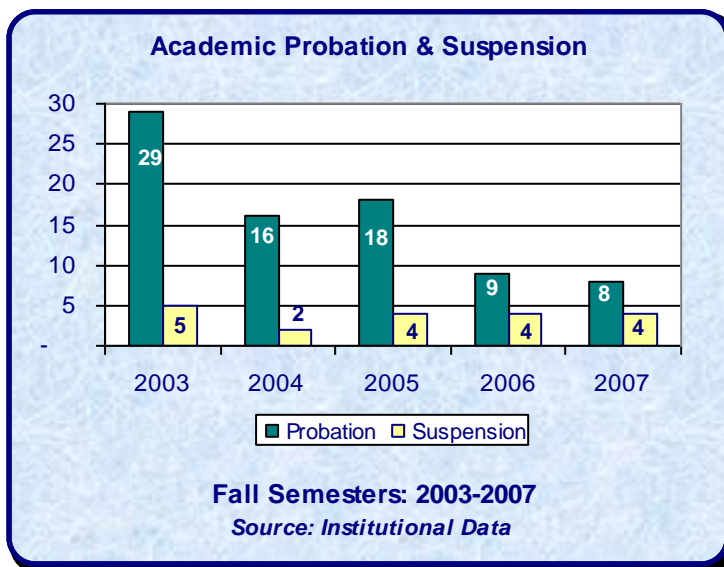
Student learning, obviously, concerns the ability of students to succeed academically. A key indicator of student retention was the preparation of students prior to beginning an academic program and the level of support available following entry into the program. Students who encounter academic difficulties become frustrated and eventually leave. The college began an Academic Success 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.

Graph 7.1-6 Academic Achievement Lists



Since the beginning of the Academic Success 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.

Graph 7.1-7 Academic Probation and Suspension



The numbers of students on academic probation or suspension have decreased since 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 three programs requiring such an examination: Cosmetology, Nail Technology, and Practical Nursing. The Practical Nursing Program is the newest of the programs, beginning for the first time in fall 2006. In 2006-2007, the Cosmetology and Nail Technology programs encountered a slight downturn in pass rates, but measures for improvement were implemented and the licensure pass rates for 2007-08 reflect the level of improvement.

Chart 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	2006-07	2007-08
Cosmetology/Nail Technology	100%	100%	100%	82%	92%
Practical Nursing	N/A	N/A	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, and the data reflects an extremely positive reaction to the WTC experience.

Chart 7.1-9 Graduate Survey Data

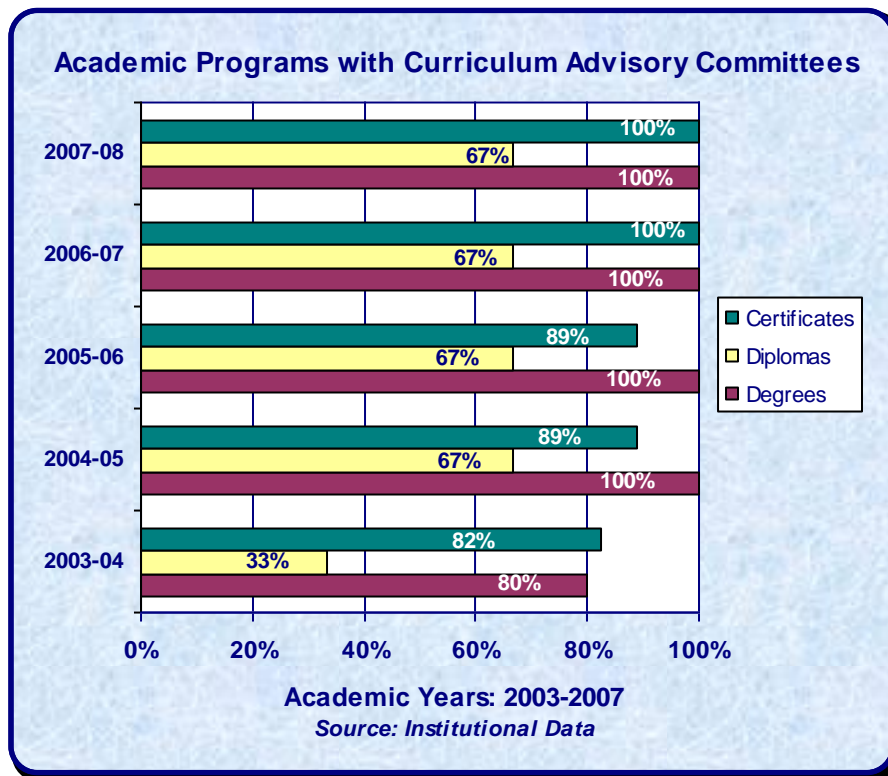
Achievement of Academic Goals	2004	2005	2006	2007
	Achieved	Achieved	Achieved	Achieved
Increased knowledge, skills, understanding in an academic/technical/vocational field.	98%	99%	100%	100%
Obtained a college degree/diploma/certificate	100%	100%	100%	100%
Completed courses necessary to transfer to a four-year college/university.	77%	79%	96%	94%
Achievement of Career Goals	2004	2005	2006	2007
	Achieved	Achieved	Achieved	Achieved
Discovered my career interests	90%	96%	94%	100%
Prepared me for a new career	92%	90%	88%	92%
Increased my knowledge for my current job	89%	93%	96%	98%
Increased my chances for a raise or promotion	79%	85%	87%	88%
Achievement of Personal Development Goals	2004	2005	2006	2007
	Achieved	Achieved	Achieved	Achieved
Became actively involved in student life/activities.	59%	62%	84%	76%
Met new people.	97%	96%	100%	100%
Increased my self-confidence.	93%	95%	98%	98%
Improved my leadership skills.	93%	94%	96%	98%
Improved my ability to get along with others.	93%	92%	99%	98%
Developed my ability to be independent.	96%	96%	99%	100%

Source: WTC Graduate Survey (2004-2007)

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 the gains which have been made since 2003. The only diploma program without an active advisory committee is cosmetology, but the program is presently organizing one.

Graph 7.2-1 Active Advisory Committees by Program



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, but the trend since 2004 has been upward.

Chart 7.2-2 Student Satisfaction Survey Results

Ratings of WTC Services: Fall Semester	2004	2005	2006	2007
	Good to Excellent	Good to Excellent	Good to Excellent	Good to Excellent
Academic Advising	88%	92%	93%	94%
Administration's attitude toward students	82%	85%	86%	88%
Admission procedures	92%	94%	93%	93%
Availability of courses	72%	79%	81%	85%
Availability of your instructors	95%	95%	94%	96%
Bookstore	81%	84%	86%	88%
Business office	86%	91%	90%	93%
Classroom computer services	94%	96%	95%	95%
Faculty attitude toward students	91%	96%	94%	95%
Financial aid services	78%	83%	87%	92%
Laboratory or shop facilities & equipment	96%	96%	97%	96%
Preparation for job	93%	95%	94%	93%
Quality of instruction	95%	98%	97%	98%
Registration procedures	90%	90%	87%	90%
Staff attitude toward students	87%	90%	91%	92%
Student Government Association (SGA)	85%	84%	82%	80%
Student Records	95%	98%	96%	94%
Testing/grading system	98%	93%	93%	92%
This college in general	92%	96%	95%	96%
Variety of courses	92%	94%	91%	92%
Work study program	85%	84%	87%	89%

Source: WTC Student Opinion Survey (2004-2007)

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.

Chart 7.2-3 Student / Staff Satisfaction with Communication Process

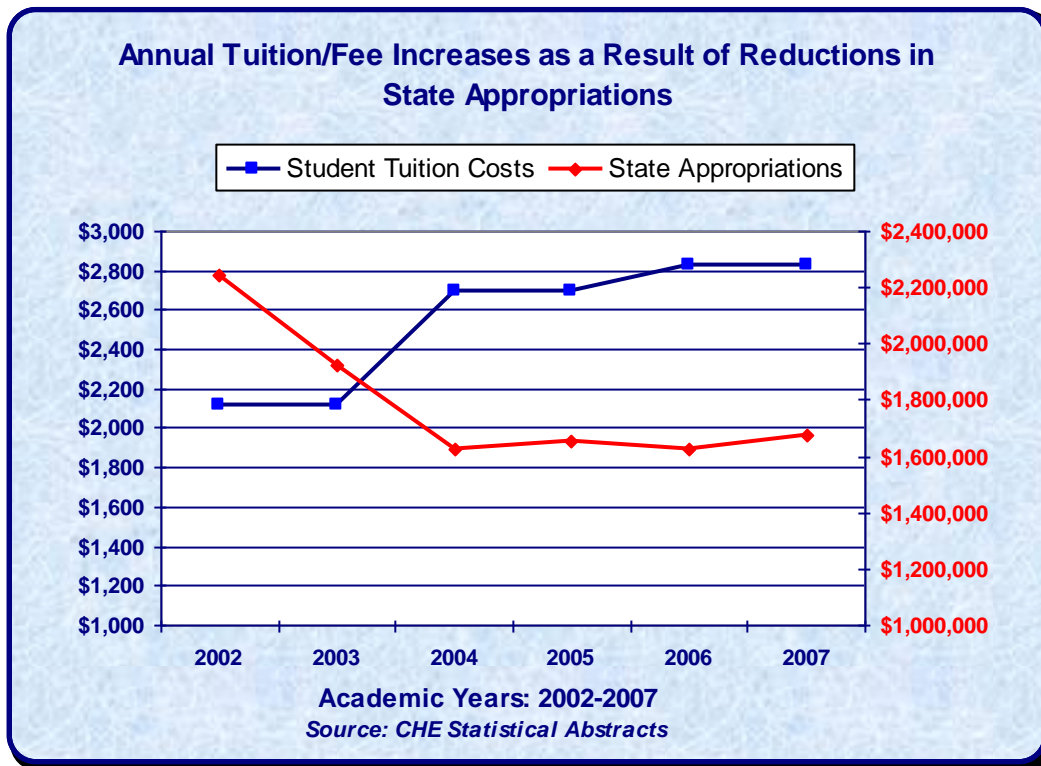
The Divisions of the College communicate effectively.	% Responding Satisfactory to Very Satisfactory		
	2005	2006	2007
Responses by Students	92%	94%	95%
Responses by Faculty/Staff	79%	85%	86%

Source: Annual Division Surveys 2005-2007

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 the United States. 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.

Graph 7.3-1 Comparison of Tuition Increases and Budget Cuts

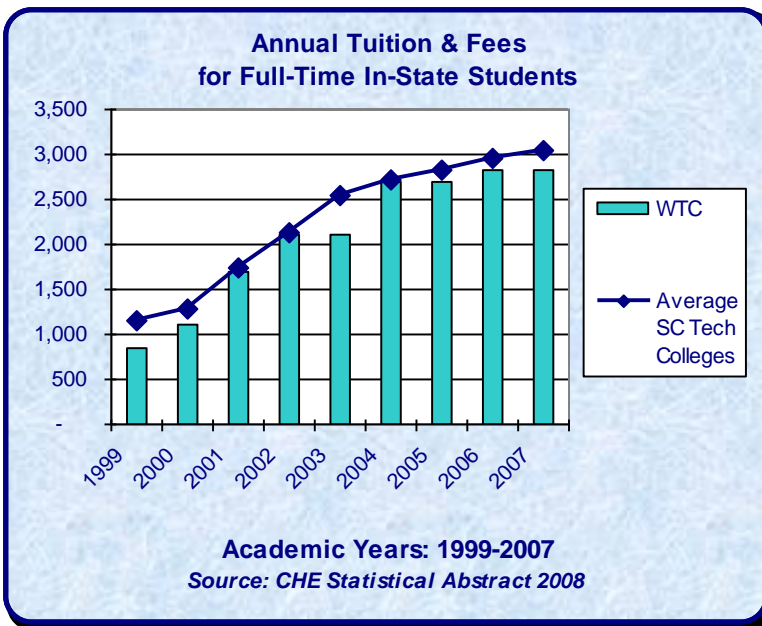


In a comparison of data beginning in 2002; however, the effects of budget cuts on tuition are much more dramatic and damaging to the county, the college, and its students. In 2002, tuition for the year (fall and spring terms) was approximately \$2,100. In five years, however, the cost to the student has increased by nearly 35% to over \$2,800 per year. The average family in Williamsburg County earns less than \$18,000 per year. Without financial aid, students in Williamsburg County would not be able to afford to attend college, and even with financial aid, many struggle. The rising costs of textbooks,

tuition, travel, and living expenses far exceed the rate of increases (if any) in federal or state aid to these students.

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

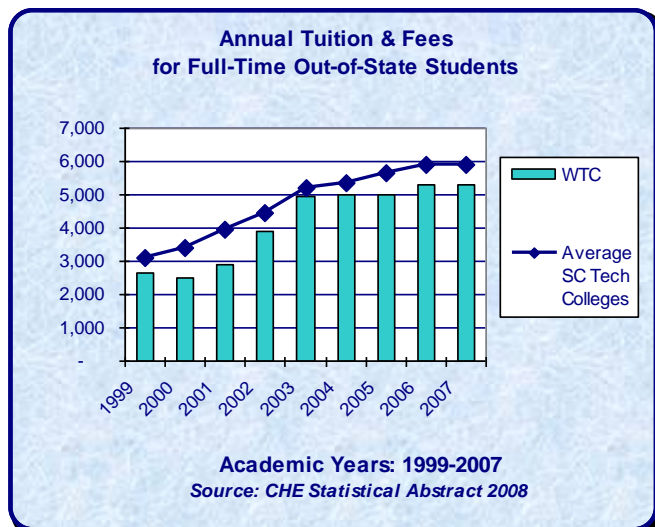
7.3-2 Tuition and Fees Increases Since 1999



As graph 7.3-2 indicates, 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.

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

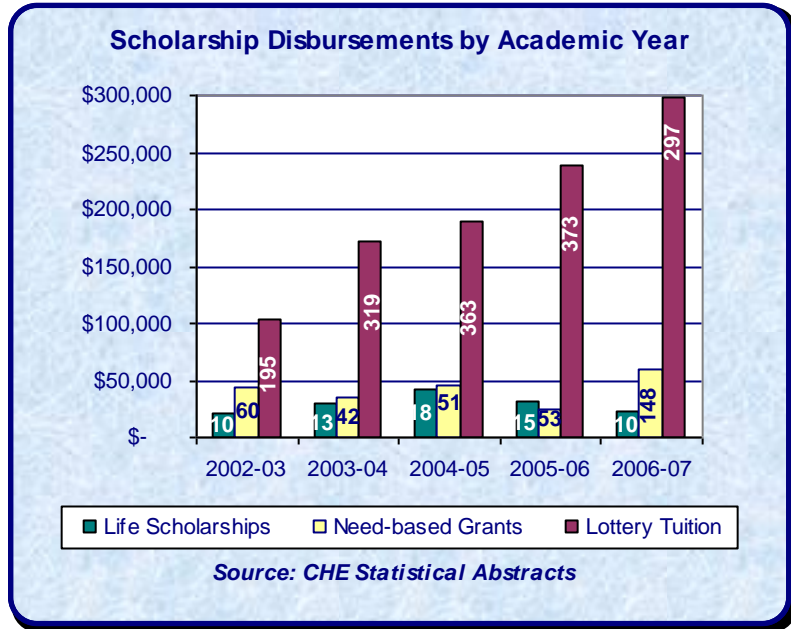
Williamsburg Technical College neither recruits nor attracts out-of-state students, and in the past six years, there have been less than three or four who have attended the college. The graph below, however, reflects a 200 percent increase in tuition and fees for these few students since 1999.



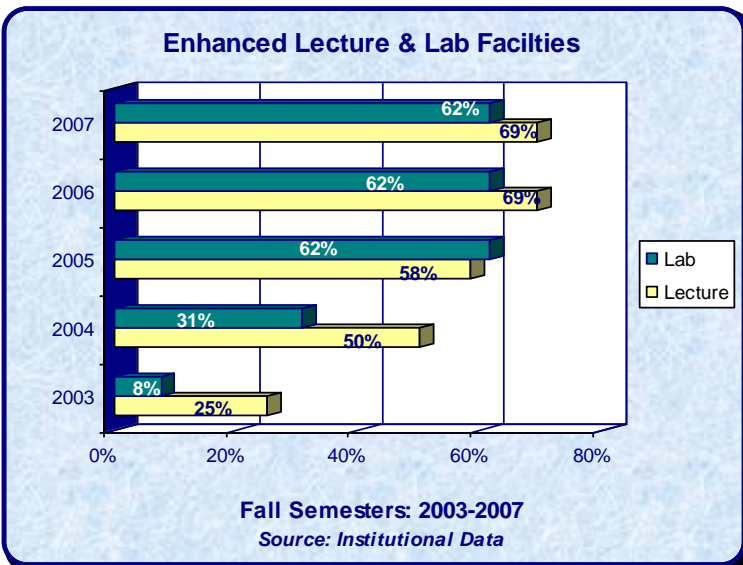
As expected, given the low income levels of most residents in Williamsburg County, many students qualify for several state and federal tuition assistance programs. With the increases in tuition, however, many students are enrolling in less than full-time status to minimize the tuition cost. As a result,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

Graph 7.3-4 Tuition Assistance Disbursements by Year

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 2002-03 and 297 students receiving LTA in 2006-07, the chart to the right reflects an increase of 102 students during this time period, but need based grants have more than doubled from 60 in 2002-03 to 148 in 2006-07.



Graph 7.3-5 Percentage of Classrooms with Enhanced Technology



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 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 on the previous page reflects the progress achieved thus far in achieving the goal of 100 percent enhancement of all lab and lecture classrooms. No additions were made for the 2006-07 year due to unexpected needs in the administrative software requirements of the college. Plans for additional upgrades, however, intend to be in place by next year.

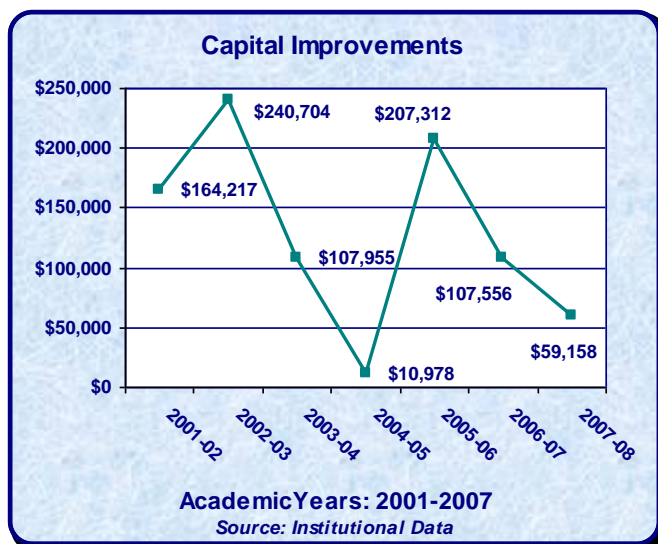
The data collected below indicates that student satisfaction with the improvements being made has been well received and appreciated, generally, but more improvements are needed in the canteen area.

Chart 7.3-6 Student Satisfaction with WTC Facilities

Students' Level of Satisfaction with WTC Facilities:	2004	2005	2006	2007
	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied	Satisfied to Very Satisfied
Classrooms	92%	95%	96%	95%
Technical Labs	90%	95%	94%	95%
Library	91%	92%	92%	93%
Computer Labs	96%	97%	95%	96%
Science Labs	92%	88%	91%	92%
Canteen	96%	94%	90%	89%

Source: WTC Annual Student Opinion Survey (2004-2007)

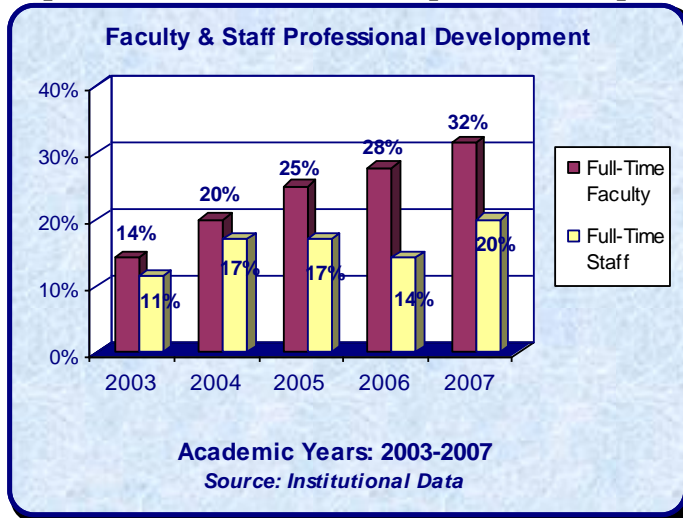
Graph 7.3-7 Capital Improvement Expenditures



Cost containment is also a great concern for the college. Graph 7.3-7 reflects the level of funding spent on capital improvements since 2001-02. The funds spent on these improvements for 2006-07 were used to upgrade old and inefficient heating and air-conditioning systems in the library, improve security on campus and update the digital communication network of the college.

7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

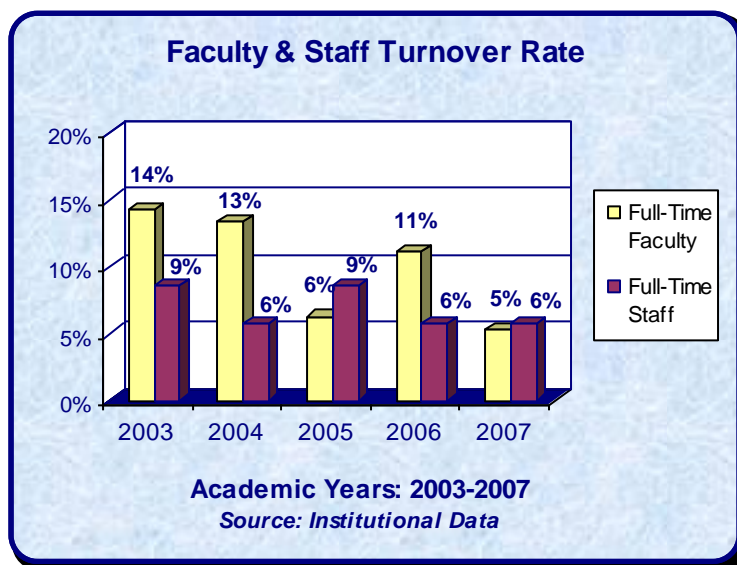
Graph 7.4-1 Professional Development Participation



For faculty and staff to remain current in their fields, professional development through either additional coursework or attendance at conferences and seminars are essential to maintaining a highly effective team. 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 2003. As graph 7.4-1 illustrates, the percentage of faculty and staff participating in professional development activities from 2003 to 2007 have doubled. Greater focus on human resources professional development has resulted in additional opportunities for staff personnel as well. Nearly all of the business office personnel were sent to a Datatel user's group seminar in Hilton Head to receive additional training related to their jobs.

Graph 7.4-2 Faculty / Staff Turnover Rate

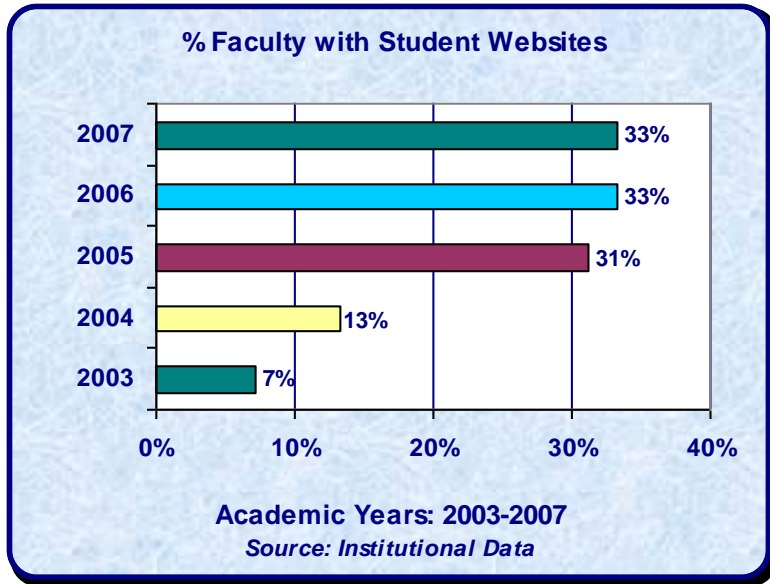


Employee turnover at Williamsburg Technical College is typically low, but as the graph to the left indicates, faculty turnover has decreased from 14 percent in 2003 to five percent in 2007 with an increase to 11 percent in 2006. Retirements lead the reasons for staff turnover, but causes for faculty turnover vary. The eleven percent turnover reflects the loss of two faculty; one retired and one died in an

automobile accident. It should be noted however that the number of full-time faculty have increased from 13 in 2003 to 19 in 2007.

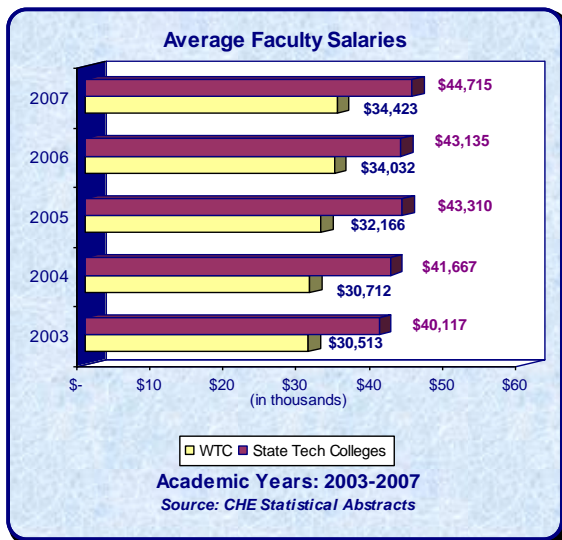
Graph 7.4-3 Percentage of Faculty with Websites

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 work-shops 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.

7.4-4 Average Faculty Salaries



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 state allocated cost-of-living adjustments given in some, but not all, years.

No additional funds from the college are presently available since any increases in salaries would result in cuts to essential educational supplies and operating funds. In spite of the low salaries, however, the

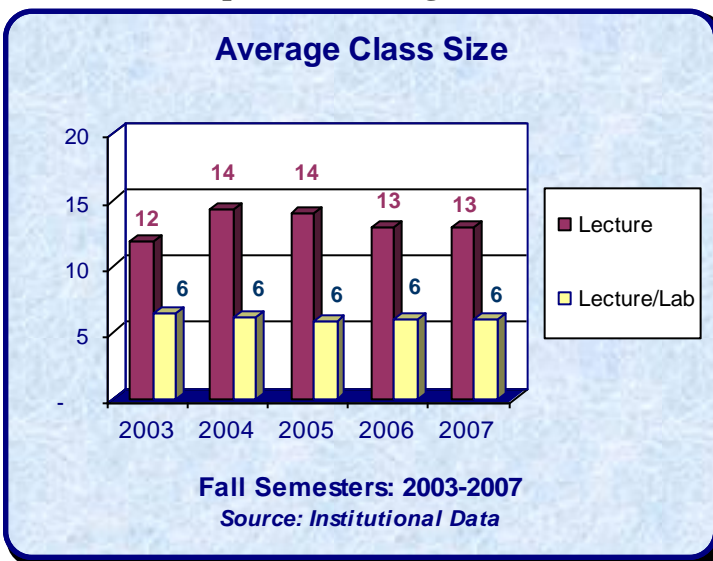
faculty remain motivated and engaged, indicating, for now, an acceptable level of satisfaction.

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

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 college began a new Practical Nursing program in fall 2006, and the graduates' 100 percent pass rate on the licensure exam clearly illustrate the firm foundation on which this program is built.

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 exceeding 25-30 students.

Graph 7.5-1 Average Class



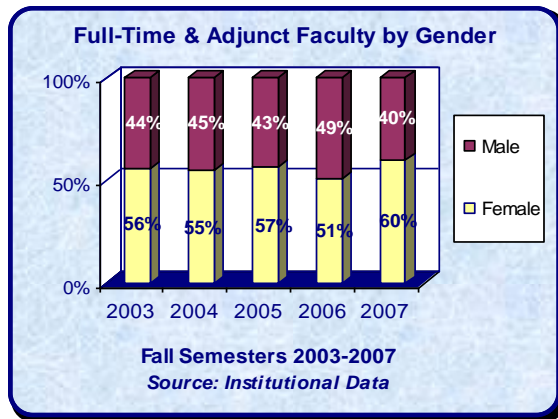
The graph to the left illustrates the average size of both lecture and lecture/lab classes held at WTC during the fall semesters from 2003 to 2007. Minor shifts in enrollment account for some of the movement, either up or down, but since 2004 the average lecture class size has remained relatively constant 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

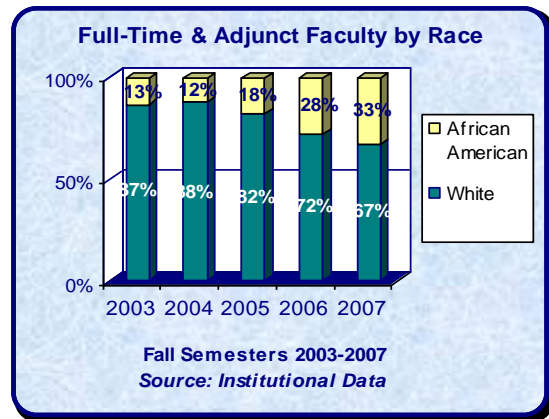
the skill. In the lab courses, safety is also of major concern, and with smaller class sizes, the instructor is able to devote more time to the students who need the greatest help in understanding new or difficult techniques. The effectiveness of small classes, in terms of academic achievement and understanding, 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.

Graph 7.5-2 Faculty by Gender

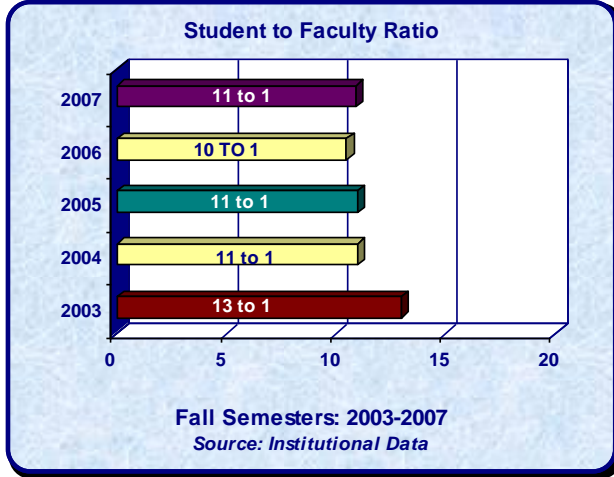


Graph 7.5-3 Faculty by Race



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 they 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.

Graph 7.5-4 Student to Faculty Ratio



The smallness of Williamsburg Technical College continues to prove itself as 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 to the left 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 2007-08 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 graduation of the first Practical Nursing program students and the fact that 100 percent of them passed the licensure exam. The need for Practical Nursing instruction has long been evident, and offering this diploma program has been a goal for a number of years. Receiving final approval of the program from the State Department of Nursing, requiring no further reviews for five years, was also an historic achievement and a testament to the quality of the program and the college.

A second achievement during the 2007-08 academic year was the expanded partnership with the Williamsburg County School District and Williamsburg Technical College in the offering of three certificate programs in automotive technology, machine tool technology, and welding technology. Program enrollment has nearly doubled compared to the figures from last year and for the first time since the mid-1970's, the welding program is above capacity. Plans are already underway to renovate the lab to accommodate the increased demand by next year.

The college has progressed on its technology plan by purchasing its own server and supporting its own administrative software. This addition will allow the college to be more responsive to the needs of our students and workforce. Additionally, the

college is making plans to enhance its network to accommodate a fully wireless technology throughout the campus.

Also during this reporting year, the college partnered with the school district to form the Williamsburg County School District Early College program on the Williamsburg Technical College Campus. The first cohort of 75 ninth-grade students entered the program in fall 2007. The intent of the program to create an honors college for the district students in the upper 10 percent of their class and will include these student taking dual enrollment courses beginning in their eleventh grade year.

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 four 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.

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. Plans are also underway for three registered apprenticeship programs to begin at Peddinghaus in 2008, further demonstrating their commitment to and confidence in the leadership of the college.

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

Williamsburg Technical College is committed to maintaining its compliance with all legal, financial, regulatory, and accrediting agencies. The college completed its last SACS reaccreditation visit in 2002 and will not receive another visit until 2012. Additionally, the business programs of the college (Associate in General Business and the Associate in Office Systems Technology) are individually accredited by the Association of Collegiate Business Schools and Programs (ACBSP) and are due for its reaccreditation visit in 2008. The college also plans to seek initial accreditation of its Associate in Public Service degree with a major in Early Care and Education through the National Association for the Education of Young Children (NAEYC) in 2008.

As required by law, WTC has an independent auditor perform a financial audit of the college's compliance with the laws and regulations applicable to the Title IV Federal Student Aid programs in which the college participates, as well as an audit of the

institution's financial statements annually. The results of this and all other audits are presented to the Area Commission for review.

The state Fire Marshal conducts unannounced inspections of the college campus and reviews the current safety plan and equipment. Any discrepancies are corrected immediately.

Organizational citizenship in support of your key communities?

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

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

Accountability Report Transmittal Form

Agency Name: **Williamsburg Technical College**

Date of Submission: **09-08-2008**

Agency Director: **Dr. Cleve Cox**

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

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