



WIREFGRASS

GEORGIA TECHNICAL COLLEGE®

Strategic Plan 2018-2023

2020 Edition

“Striving for Excellence”

History of Wiregrass Georgia Technical College

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

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

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

East Central Technical College

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

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

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

Valdosta Technical College

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

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

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

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

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

Wiregrass Georgia Technical College - Today

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

Wiregrass offers more than 100 academic programs in the areas of Allied Health, Business and Computer Sciences, Professional Services, and Industrial and Technical trades. During the Fiscal Year 2020, the college had an unduplicated enrollment of 6,576 students. The college works closely with 12 school systems and over 20 high schools to offer early enrollment programs for high school students. In FY18, the college had 3,035 high school students enrolled in Dual Enrollment.

Wiregrass Georgia Technical College guarantees all graduates from all programs. Curriculum standards have been developed with direct involvement of business and industry. These standards serve as the industry-validated specifications for each occupational program. If one of our graduates educated under a standard program or his/her employer finds that the graduate is deficient in one or more competencies as defined in the standards, the technical college will retrain the employee at no instructional cost to the employee or the employer. This guarantee is in effect for a period of two years after graduation.

Wiregrass Georgia Technical College - Today Cont.

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

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

In addition to academic programs, the college provides Adult Education and Economic Development services. The Wiregrass Georgia Technical College Adult Education Department served 1,035 students in Adult Education programs such as GED® preparation classes, English as a Second Language, and Adult Education basic skills classes during FY20. Approximately 108 students received their GED® diploma in FY20.

During FY20, the Department of Economic Development provided customized training classes to 87 companies with 7,038 students totaling 60,844 hours of training. Approximately 940 continuing education students enrolled during the fiscal year for a total of 50,141 continuing education training hours. Wiregrass Department of Economic Development served a total of 341 credit students and 4,951 non-credit students for Georgia Department of Corrections and Core Civic during FY20.

The combination of academic programs, Adult Education services, and continuing education provided through Economic Development means that Wiregrass Georgia Technical College touches the lives of more than 7,986 students annually.



MISSION

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

Our Mission:

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



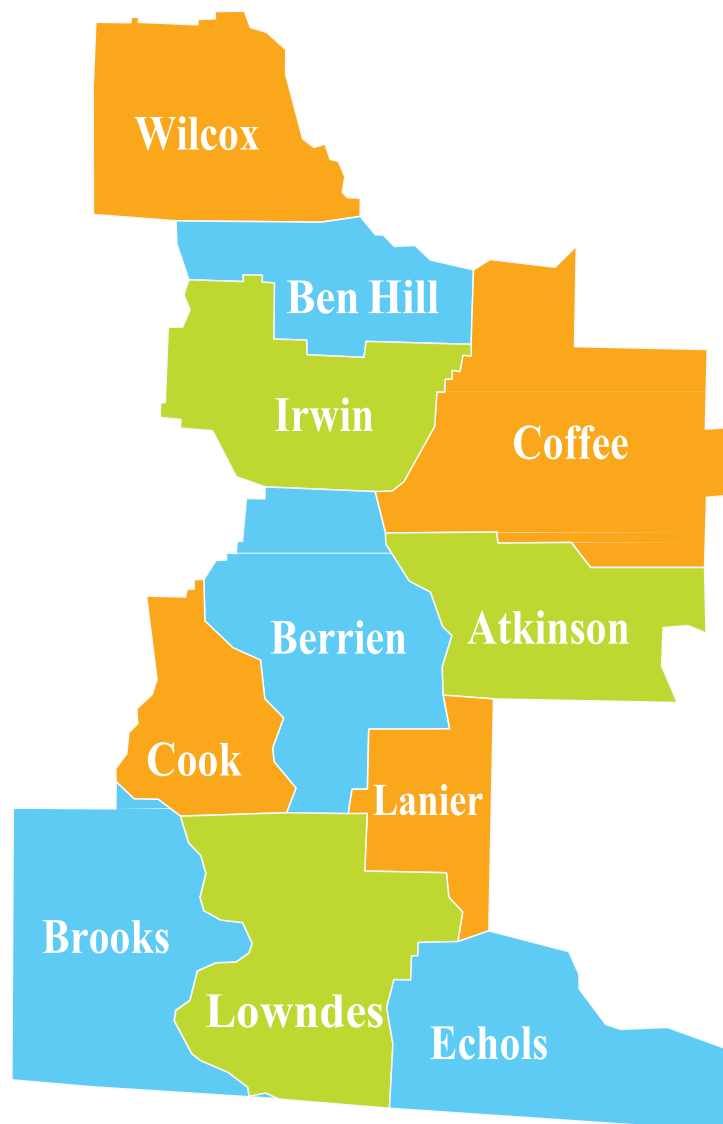
VISION

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

Our Vision:

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

OUR SERVICE AREA



VALUES

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

Our Values:

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

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



FY2020 GOALS

GOAL 1: Provide Avenues for Student Success

Strategic Objectives:

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

GOAL 2: Promote Excellence in Learning and Teaching

Strategic Objectives:

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

GOAL 3: Strengthen Workforce Development

Strategic Objectives:

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

FY2020 STRATEGIC PLAN STATUS OF GOAL ATTAINMENT

WGTC Strategic Goal

Measures of Goal Attainment

Goal 1: Provide Avenues for Student Success

1.1 Develop programs for targeted, under-represented populations.

1.1a Increased accessibility of Blackboard courses with a 6 percent increase from FY19.

1.1b Maintained scholarship opportunities, partnerships, and organizations in our community that had a focus on the black male population.

1.1c Maintained a peer-to-peer support group for the underrepresented in non-traditional programs.

1.2 Create a welcoming atmosphere for students.

1.2a Created Welcome and Getting Started Video for online students.

1.2b An Online Advisor was added to the ARC.

1.2c The Valdosta campus ARC was renovated, and the Coffee campus ARC was relocated and renovated to be more accessible to students.

1.2d ARC has implemented a team approach to communicating and helping students. Appointments, walk-ins, e-mail communications, phone calls are all handled by any available advisor regardless of campus which reduced wait time and provided a quicker response.

1.2e Campus Life Department provided new/returning students hand sanitizer, protective neck gaiters, and so forth.

1.2f Military and Veterans Services provided a New Veteran Orientation during the first week of every semester as well as hosted Monthly Vet Wednesday meetings for VA updates and Q&A with Veteran Support Director.

1.3 Identify and remove barriers for students.

1.2g Followed CDC guidelines to ensure the campus was properly sanitized to ward against the pandemic. Increased sanitization procedures to safeguard faculty, staff and student well-being. Purchased eight electrostatic foggers for all campuses and established a regular schedule for treating the campuses. Rearranged or removed seating in common areas and classrooms to provide required social distancing during the pandemic. Created new work spaces to allow employees space to work and be socially distanced.

1.3a The Wiregrass Foundation awarded merit and needs-based scholarships each semester. The application for both types of scholarships was reformatted into a more user-friendly digital format. The Wiregrass Foundation also maintained a lending library of books.

1.3b ECCE instructors developed 10 ECCE OER courses to remove textbook costs from students.

1.3c Transitioned Practical Nursing and Radiologic Technology to Standards-Based Entry program instead of competitive admit programs.

The following were additional measure of attainments established during the COVID-19 disruption:

1.3d The IT department provided laptops and devices to students taking online courses during and after the pandemic and will continue lending laptops to eligible students as needed and available. WiFi hot spots were added to parking lots. The Wiregrass Foundation established a device loan program to loan laptops and/or intel sticks to students that do not have access to a computer at home. WebEx-enabled classrooms were set up to begin delivery of classes remotely. Students may connect to classes virtually via any device.

1.3e Student Affairs and ARC started using WebEx Teams/meeting to make the advisors more accessible to working students, due to COVID-19 restrictions, and to limit travel.

1.3f. Wiregrass libraries developed more LibGuides for online access for all students, arranged curbside pickup for students who needed library resources, and added webcams on library computers for online courses.

<p>1.4 Offer programs of study that are in high demand by local industry.</p>	<p>1.3g Wiregrass bookstore expanded online ordering process and offered curbside pickup during the pandemic.</p> <p>1.3h The distance education department created video tutorial section on Online Resources page. Two identified barriers were using SSO to login and using Respondus Lockdown Browser/Monitor. Created additional online tips, resources, trainings for students transitioning to online environment. Expanded helpdesk options to include live chat and hours to accommodate transition to online Spring and Summer.</p> <p>1.3i Due to the increase of mental health issues of veteran students due to the COVID-19 restrictions, Veterans services coordinated a virtual veteran mental health counselor and a monthly VA Vet Center (virtual and in-person).</p> <p>1.3j Moved courses 100 percent online during spring term and most of summer term. Increased online and hybrid offerings for fall term.</p> <p>1.3K Exposure Control Coordinator worked with HR to develop a self-reporting form for COVID. Worked with IT to develop a QR code for student entry into classrooms/labs to begin Fall 2020.</p> <p>1.4a Expanded the Precision Machining program on the Coffee campus to include CNC machining. Purchases of additional high-performance lathes and CNC mill.</p> <p>1.4b Developed Engineering program on the Valdosta campus.</p> <p>1.4c Developed CECT program under guidance by ACE Electric on the Valdosta campus. Refurbished Lab 421 to include commercial electrical equipment and training, funded by local industry ACE Electric.</p> <p>1.4d Established the following programs to begin FY21: Barbering Assistant TCC, Customer Contact Specialist TCC, Full Stack Developer TCC, Education Degree, and Occupational Studies Degree.</p>
---	--

Goal 2: Promote Excellence in Learning and Teaching

2.1 Various teaching methodologies will be enhanced based on instructor needs, through the use of the Center of Excellence, and assessed through measurements established through the Quality Enhancement Plan (QEP).

2.2 The effectiveness, quality, and safety of all programs, services, personnel, and facilities will be continuously assessed through the use of student surveys, colleague surveys, and the Offices of Institutional Effectiveness and Institutional Research.

2.3 The rigor of occupational programs will be maintained by the continual pursuit of program accreditation.

2.1a Instructors sought and underwent multiple trainings to be able to provide various types of virtual trainings for students during COVID-19.

2.1b In FY20, 17 full-time instructors finished the multi-year QEP training. There are an additional 12 instructors who are currently enrolled and completing the QEP.

2.1c The Distance Ed department participated in USG Online Certification Series. Ten instructors completed Course 1: Developing an Online Course; Five instructors completed Course 2: Improving Student Engagement and Three instructors completed Course 3: Advancing Online Course Quality.

2.2a Wiregrass library carried out participation surveys after lunch and learns, overviews, and orientations.

2.2b Wiregrass Police Department added monthly safety tips to students, active shooter/threat training, and in-class and virtual “Talks with the Chiefs” to discuss best practices and address student concerns.

2.2c Conducted Special Population surveys multiple times during the year (Single Parent, LGBTQ, Students with Disabilities).

2.2d Conducted a college-wide COVID-19 response survey for faculty and students to address concerns with transition to online.

2.3a Maintained accreditation with all accredited programs. Radiology Technology accreditation was renewed September 2019. Pharmacy Technology accreditation was renewed October 2019. LPN program’s ACEN candidacy submission approved with the self-study due mid-December and site visit tentatively scheduled February 2021. Dental Assisting, Dental Hygiene, and Paramedicine site visits were postponed due to COVID-19.

2.3b NACEP accreditation validates the quality of our concurrent enrollment courses and ensures that those courses are as rigorous as those same courses offered on the WGTC campus.

<p>2.4 The educational quality of all programs will be maintained and improved through efficient and cost-effective management practices.</p>	<p>2.4a Educational quality was maintained during the COVID-19 closure through the use of Blackboard Collaborate, WebEx, and other technology.</p> <p>2.4b The Wiregrass Foundation partnered with local industry to provide hand tools to industrial students to eliminate the need to share tools during labs; therefore, minimizing exposure. This need is a direct result of the college’s commitment to limit cross contamination and exposure of COVID-19.</p> <p>2.4c There was a great increase of the usage of Respondus Lockdown Browser Monitor participation for online testing integrity. Increased from 22 to 74 courses, 724 to 3,599 sessions, and 269 to 457 students.</p> <p>2.4d Evaluated 60 master courses through the Quality Assurance of Online/Hybrid evaluation process.</p> <p>2.4e Relocated the Diesel Technology program from an off-campus location to the Coffee campus.</p>
---	--

Goal 3: Strengthen Workforce Development

<p>3.1 Ensure Adult Education students receive excellent academic and career training to earn a measurable skill gain and transition to post-secondary education and careers.</p>	<p>3.1a Transitioning services are provided to Adult Education students to transition to post-secondary education and careers through transitioning efforts including: IndustryReady, college tours, GeorgiaBest, informational sessions from ARC advisors, workshops, and the GED Step Up program.</p> <p>3.1b Through the use of the College Career Readiness Standards, Adult Education students achieved a 34 percent measurable skill gain rate, and 114 students earned the GED by March 15, 2020 when the testing center closed and classes went online due to COVID-19.</p> <p>3.1c For Adult Education students, Wiregrass libraries conducted library orientations, created Online LibGuides tailored to GED students, and purchased new study materials for GED.</p>
<p>3.2 Increase the skill level of our current workforce by providing targeted credit programs, non-credit customized training, professional certifications, and student apprenticeships.</p>	<p>3.2a Wiregrass Apprenticeship Program grew from 30 registered apprenticeship students to 54. The list of registered local employers who agreed to interview and hire our apprenticeship students increased from 10 to 18. Wild Adventures and Lee Container are examples of non-credit apprenticeship programs. WGTC began</p>

<p>3.3 Seek creative partnerships with the K-12 system and the Department of Corrections to help increase our workforce pool numbers and to meet industry needs.</p>	<p>developing new non-credit, customized apprenticeship training programs for three local businesses to begin in FY2021.</p> <p>3.2b Department of Economic Development provided customized training classes to 87 companies with 7,038 students totaling 60,844 hours of training. Approximately 940 continuing education students enrolled during the fiscal year for a total of 50,141 continuing education training hours.</p> <p>3.3a Wiregrass offered dual enrollment for students at 37 K-12 partners, serving over 3,000 students. Through NACEP partnerships, Wiregrass provided faculty liaisons and partnered with K-12 systems to credential existing faculty. 27,767 credit hours were earned and 134 credentials awarded.</p> <p>3.3b Department of Economic Development served a total of 341 credit students and 4,951 non-credit students within 33 correctional institutions for Georgia Department of Corrections and Core Civic during FY20.</p>
--	---



WIREGRASS

GEORGIA TECHNICAL COLLEGE®