

Bonnie Kelly

Colleague Survey 2014 (ColSur2014)  
No. of responses = 133



Overall indicators

Global Index

THIS SURVEY (Scale width: 5)



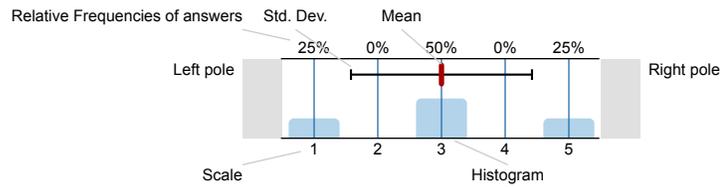
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dev.=0.7

av.=1.8  
dev.=0.7

Survey Results

Legend

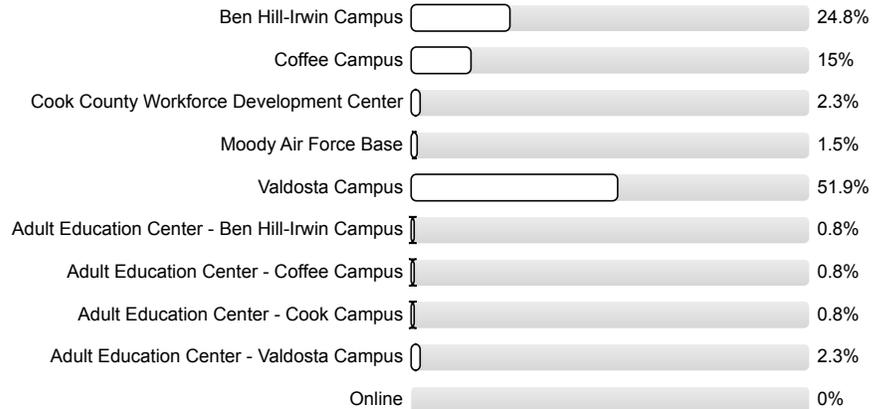
Question text



n=No. of responses  
av.=Mean  
dev.=Std. Dev.  
ab.=Abstention

1. Campus Location

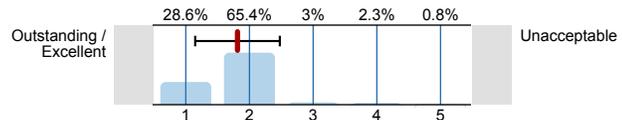
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n=133  
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dev.=2

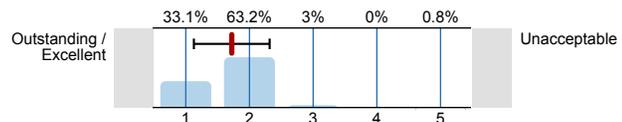
3. PLEASE EVALUATE THIS SURVEY

3.1) Design



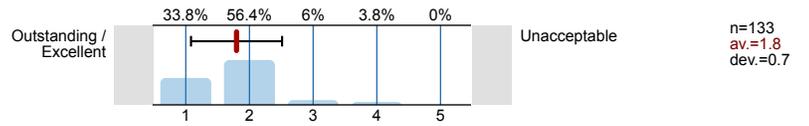
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3.2) Instructions

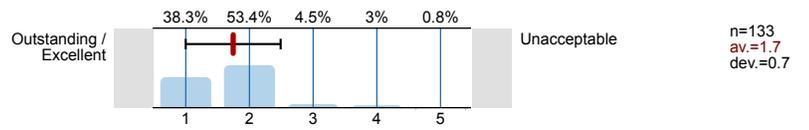


n=133  
av.=1.7  
dev.=0.6

3.3) Content



3.4) Usability



# Profile

Subunit: Institutional Effectiveness  
 Name of the instructor: Bonnie Kelly  
 Name of the course: Colleague Survey 2014  
 (Name of the survey)

Values used in the profile line: Mean

## 3. PLEASE EVALUATE THIS SURVEY

3.1) Design	Outstanding / Excellent		Unacceptable	n=133 av.=1.8 md=2.0 dev.=0.7
3.2) Instructions	Outstanding / Excellent		Unacceptable	n=133 av.=1.7 md=2.0 dev.=0.6
3.3) Content	Outstanding / Excellent		Unacceptable	n=133 av.=1.8 md=2.0 dev.=0.7
3.4) Usability	Outstanding / Excellent		Unacceptable	n=133 av.=1.7 md=2.0 dev.=0.7

## Comments Report

## 2. OPEN-ENDED QUESTIONS

- 2.1) How can WGTC enhance your professional development training? What additional topics would you like to have added as professional development training?
- I think that WGTC has been doing a good job of offering professional development training. Just finding time during the work day to complete the trainings is a problem for me.
  - In our department the training that is helpful to us is more specialized to our field. Keeping up with the new technology and processes in the field so that we can teach our students the current technics in our specialized field. We want to make sure that we teach our students the most modern technics and procedures so that when hired they understand how to preform the task at hand the way the employers want it completed now not twenty years ago .Though a lot of the basic procedures are the same a lot of the technics are changing in the field this is what we have to stay on top off.
  - Student Learning and Program Learning Outcome training
  - To offer training in how to become an effective leader
  - A 1 day seminar at the beginning of each academic year on innovative teaching philosophies and/or methodology.
  - A lot of our annual staff development trainings are very informative and useful. Keeping up with computer skills is a must. Maybe some cross training with other college departments or more internal team building opportunities would help morale.  
If budget allows, I think it is important for all of us to have the opportunity to interact with our peers around the state to learn best practices and gain new ideas in our field. Some folks here do have that opportunity and some of us do not.
  - Access to short courses
  - Add more advanced courses to the professional development training. Allow employees to take classes free or at a reduced cost.
  - Administration needs to stop assuming it has to keep adding an ever-increasing number of extra faculty meetings and training in topics which are more related to political correctness or educational fads to justify its existence. Any additional topics need to focus on opportunities for educational content rather than on further tampering with the process of teaching.
  - Allow enough in the budget for staff to attend training offered by our professional organizations in our area of expertise.
  - Allow faculty to attend career specific training to keep up with current trends and career topics.
  - Allow the opportunity to take more specialized training.  
computer network
  - Allow travel to national conventions, professional meetings, even out-of-state; Group meetings on inservice education days that benefit all of us.
  - Allowing faculty and staff to attend training opportunities (especially those that only occur once a year) more frequently, regardless if training is offered in or out of state and at any time. We can not become better at our jobs if we are not trained by the appropriate subject matter experts regarding our field.
  - Banner script writing lessons would be helpful.
  - Best practices and innovations in how to effectively recruit and retain students
  - Budget for training in this area to discuss needed topics to build professional development for the faculty/staff.
  - By offering more team building opportunities within our department as well as campus and school wide.  
Additional training in community outreach specifically to increase our enrollment and gain community involvement.
  - Career/job placement; student retention training
  - Center of Excellence.
  - Create a true Professional Development program where one person was responsible for scheduling all trainings. Work with management to sit with the employees and really look at what training they need.
  - Customer Service from an outside entity. This should not only be for staff, but faculty as well. Basic Automotive skills like changing tires to checking oil. Proper behaviors in the Work Place from Leadership to those with lower positions.

- Customer service
- Customer service and dealing with difficult people training.
- During annual performance time, it would be nice to have a list of required staff development and optional ones that will be offered during the next year.
- Every time there is a scheduled training it is at a time when I have a class. More training times would be helpful.
- For my position, I think we need more trainings involving customer service, recruitment, team building/efforts, and trainings pertaining to our specific jobs.
- Give training on new technology training programs such as Tanburg technology, classroom "flipping", computer record keeping, excell roll sheets, smart boards, etc.
- Happy with training system we currently use
- Have class that focus on leadership, team work, professionalism, and workplace professionalism. We need veteran mentors on each campus when new employees start on that campus so that person can have a go to person to seek help, encouragement, and guidance. In school systems mentors are assigned to what they call green teachers, we have a lot of lost employees and not well informed employees that are just placed on a campus.
- Have program specific training. For example, automotive- automotive updates in industry aside from advisory member input, allied health- updates regarding practice standards, innovative teaching methods, electronic documentation systems, etc  
Essentially, we need to remain up to date and innovative to maintain compliance with coming of age practice and industry developments
- Having staff development in person instead of through the web would greatly enhance my development. I would like to have more staff development on leadership skills. For the college as a whole I believe we need customer service training.
- Having time to work on personal projects related to our field of teaching, but not directly related to teaching, such as conferences, posters, articles, etc.
- I am pleased with the professional development opportunities currently offered.
- I appreciate the opportunity to go to Peer Group meetings and get information from our colleagues at other Tech schools. I appreciate trainings that keep us current with events going on in the world...active shooter training, etc.
- I appreciate the timely computer classes that are provided for SDUs by Marsha Dukes. They are informative and hands-on learning at its finest!
- I believe professional development training can be enhanced by providing opportunities for the employees to network with staff from their departments at other Technical Colleges to share ideas of what things work and don't work for their department.
- I believe the training we have is effective. I think we need to have more professional development training on FERPA.
- I feel that in my department I acquire enough professional training to meet the goals of my department and the college.
- I need training in new software that is specific to my program. No information has been distributed out to faculty letting them know when then training can happen.
- I think an internal CPR training and basic first aid trainings for all faculty and staff should be offered. I know not everyone can handle emergencies, but for those that can, it would be beneficial for as many people as possible to at least know basic first aid. I would also encourage us to do more active shooter drills because almost every week we see more and more school shootings and that worries me. I believe our last active shooter drill went well, but I think we should practice or have even mini drills within the classrooms with just teachers and students so they can know exactly what to do in the event of an active shooter.
- I think it helps to make sure that all faculty and staff understand different generations and how to work with each of these. We all need to understand that our goals may be different and we all learn and interact differently.
- I think its pretty good now
- I think one of the best ways to improve professional development training is to have certain days of the year that are on the calendar for professional development. We have great training opportunities, but not always the time.
- I think recent changes in the professional development training program have made the entire process better.
- I think the Center for Excellence will address any new topics I wish to see.
- I think the Faculty Center can or should address these needs.
- I think the professional development training is sufficient. Maybe if we could use our discipline specific continuing education in lieu of SDU that would be beneficial.

- I think we are offered everything needed
- I think we are on the correct path and I look forward to more opportunities to learn. We should never stop learning!
- I think we do a pretty good job at staff development.
- I would benefit from training specific to my area that would need to be obtained from outside sources.
- I would like the freedom to complete training activities within my field of expertise. Although I understand the need for "teacher training," I feel as though professional development would improve my instructional skills.
- I would like to see more access for us instructors to obtain our bachelor degrees if we dont have one
- I would like to see more staff development opportunities that promote growth in the specific position of the employee. It seems that a great deal of the staff development activities are general ones and do not really provide the employee with opportunities to gain new knowledge to help them better succeed in their specific position area.  
For management/supervision positions: Perhaps include some training opportunities or workshops to provide new ideas and innovative practices to become better supervisors or managers.
- I would like to see professional development become more "specific" to what instructors do everyday. We seem to be heading that way in offering training in 2013 versions of the Micro Soft Office suite. However, if specific applications are not being made, the training falls short. By "specific" I mean outlook training that utilizes features like the calendar, and contact lists for each class for mass communication. Or, "Here are some ways that instructors are using Excell to track and average grades, here are some templates you can use, and in today's training I am going to show you how to use and apply them to your courses."  
Lastly, and this is a big issue for me, we have money invested in technology that would benefit instructors and thereby students that has been wasted. Wasted in the sense that there is no formal apparatus in place to teach instructors how to use it. For instance, listed on my inventory, is "Smart Board with stand." Really? What is that? What makes it so Smart? It's a teaching tool? How do I use it? Where is it standing?  
Another item. I have a Symposium. I think that is what someone called it. It's that big brown thing-a-ma-gig in the room...the thing you stand behind that has all the buttons. "Wow", I say. "What does it do?" "Well, I don't know, I don't use it...but it's there if YOU want to." Speaking for myself, if technology is worth purchasing, it is worthy that everyone know how to use it. If not, what worth has it?
- I would like to see some training regarding ethics, professionalism, and communication strategies. I do think it might be good to offer some leadership training for those early in their careers.
- I would like to see specific training certifications offered such as Microsoft training, teaching techniques, adjunct instructor training before placing them in teh classroom.
- I would like to take part in more education courses to improve my teaching ability
- I would like training on the use of GCIS. I was supposed to get to attend the training last year but could not go to training that is relevant to my job because I needed to keep my office open. My co-worker was allowed to go but I was not. I want to be trained in the use of Microsoft 2013. I know we are having training sessions on it now, but I do not see a need to attend until the 2013 product is put on my computer. I also want training in DegreeWorks. We are really dropping the ball with our Allied Health students with not properly utilizing DegreeWorks. Had DW been used properly many students would be in the program of choice this Fall. However they were not advised correctly by their Allied Health advisor and had to choose a different program. I know of some students who refused to come back to WGTC because they were not advised correctly.
- I would like training relating to advisement of students. I feel that we need to develop a cooperative model to allow for greater understanding of student needs and to encourage active student participation in this process.
- I'm a firm believer of making the training relevant to your job. I think one of the areas that I can and many others could benefit from are: time management, marketing, new practices in instructional methods.
- Instructional methodologies, classroom management, and leadership courses
- Involve part-timers in more of the discussions and meetings involving the school and changes in work schedule or furloughs
- It hasn't. All budget money for my department is spent on travel to get to high school classes. Also with full time instructors STUCK in high school classes we are not able to go to career or professional development training. I would like to take some additional classes to keep up with new trends in my career field but there is no money to go, and who is going to sub at my high school.
- Microsoft Office Training and not these one or two hour sessions. Give me the book and let me go through the book to learn the new bells and whistles. I don't need to learn how to use MO 2013, I need to learn how to use it better and more efficiently.
- More Customer Service Training
- More Customer Service training in each department and in the classrooms, as well as better communication skills
- More Georgia Peace Officer Standards Training
- More training geared towards teaching strategies. Workshop style trainings where we can learn about strategies that we can implement directly into the classroom.

- More training on policies and procedures.
- N/A (2 Counts)
- N/A; need more office time to apply the skills learned to the classroom.
- Need more training on chemicals and machines in the Custodial/Maintenance Dept. some have no clue.
- New employee orientation on programs such as Angel, degree works, along with equipment training for health related machines (SIMS); aligning inservice training during inservice/annual day leave for specializations such as nursing, student oriented learning activities in relation to LPN program.
- No Opinion
- No concern with professional development; however, prefer on-campus trainings.
- None at this time (2 Counts)
- Not sure. I am enjoying the Excel courses the the moment.
- Offer an accreditation report preparation class
- Offer more webinars on customer service skills
- One area that might help is if we could develop more training specific to what we do. I have been wanting to do this and I think it would be ok, but time and I ran into the availability of using information found on the internet. I had to research off site, and then realized even when i found "sites" with good information i could not run it at the school.
- One way to better enhance professional development is to offer it during times when classes are not being taught. (or at various times and not the same times all the time) There were several I would have like to have taken, but I was teaching at the time it was offered. Fridays at 1 would be a good time to offer one that is only about a hour or two.
- Ongoing computer skills because the new updates on the computer are complicated.
- Our "Professional Development" has been reduced to generic topics that pretty much everyone has to take. We are no longer allowed to travel for training, and certainly not allowed to take overnights for training. While we understand the budget dilemmas of the college, we must also consider the importance of our professional development. Each program must be allowed to attend trainings that deal with their specific areas. Otherwise the training opportunities, while meeting the hourly requirements, become basically useless for each individual program.
- Outside of the traditional trainings like safety and health and wellness I would love to see more information on areas of the college like PLA's, HOPE and more. Many of us would love to eventually advance but aren't exposed to many of the areas and therefore we don't understand them completely.
- Outside speakers that will enhance the attitude of our employees to come together as one family.  
Leadership
- People skills/ Sensitivity Training. Doing my job is always easier and more effective in a positive working environment with other co-workers and superiors.
- Post Traumatic Symptoms Disorder (PTSD) training for staff and faculty so they will be more sensitive to our military veterans.
- Provide a budget that will allow for program specific professional development.
- Providing every faculty and staff with material about Wiregrass so they are able to share anytime. Faculty and staff should be trained on different marketing/recruiting techniques for different groups of students.
- Recruitment training would be helpful.
- Since I am managing my store, I would enjoy learning additional features regarding the Nebraska system. I feel this would enhance the customer service offered by the Bookstore Team on this campus.  
  
A psychology class would be great as well...this Bookstore Team comes into contact with a variety of personalities!
- Staff development educating us of business and industry trends in our area and how we can be involved in promoting them
- Support request for professional technical training to keep instructor abreast of the latest in their career fields. Teaching sort of puts us in a vacuum when it come to keeping current on technical advances as we are no longer dealing directly with them on a daily basis. I would say we are 3-5 yrs behind on truly teaching what the student needs to be current in some areas of our profession. This due to the fact we ourselves are that far behind so you can only teach what you know.

- Tanberg, degree works, etc.
- The Center of Excellence is off to a great start but I believe instructor should also be able to take class here at a discounted rate or for free. This would allow them to learn others teaching techniques that they can use and enhance their knowledge in related fields to their own.
- The great deal of 'required' training takes away the time we have to attend the training we can actually use in the classroom. I look forward to the training Marsha will bring us but I question having the time to attend any of them. Faculty is very pressed with a great deal of responsibility (TracDat, booklist, building classes, revising classes, advising, teaching, preparing for classes, etc.) which leaves little time to 'develop'.
- The topics that are being offered now are good; however, they are being offered when I and others have classes (offered now from 3:30-4:30 - my class is from 3:30-4:45.... Perhaps offer some on Fridays (I know some of us have classes on Friday, too, but maybe at 1:00 pm or 8:00 am...)
- Things like "How to Handle Difficult Students" or "How to work with different personalities"
- Too many emails about professional development. Target them to groups that need the training.
- Training expenses for certifications.
- Update the equipment in the classrooms, unlock the internet.
- WGTC already has a good professional development training in place. I can not think of any other topic that you need to add since you have added Active Shooter to your list.
- WGTC can enhance my training by having more workshops.
- WGTC can help by approving off campus professional development training.
- WGTC does a great job in keeping us up-to-date on all subject matters.
- We are short-staffed, and that means it is often difficult to attend in-person trainings -- even on our own campus. And it is difficult to obtain the required number of hours from online trainings only. Also, it seems terribly inefficient to leave one's home office frequently and drive up to 1 1/2 hours to cover other offices for trainings that may not even last an hour. And this leaves our home campuses short handed. We need a better way to do this.
- We could use more training on student success and customer service.
- We need more Classroom management and professionalism in the classroom training. This would be especially beneficial for all new instructors.
- When the information for completed SDUs are provided (credits, presenter, etc), please also include a link to the staff development form. Due to limited space in our email accounts, sometimes old SDU emails are deleted. Then the new SDU reminder does include the link to a form. Everything else seems fine, thanks!
- Windows 8, Smart Phones, CISCO phone system, Outlook
- moral boosters
- more emphasis on students as our customers, without them no jobs. First impressions with the school is not the best.
- teh Professional Development is adequate at this time. I was pleased to see the training for Microsoft Office 2013 on all campuses.
- unsure
- wiregrass professional train is great but we need more time for industry training to stay up to date with new technology

2.2) What gives you a sense of pride as an employee of Wiregrass?

- The success of the students....
- WGTC is highly thought of in our community. Being trusted to do my job and not being micromanaged. Knowing we offer some really good programs for our community.
- Coffee Campus Bookstore has a relaxed and welcoming environment where students know that they will be assisted whether it is purchasing books, supplies or resale items, making payments or answering questions that are not related to the bookstore. I take pride in knowing that this store offers what the students want and that we help to make it an easy transition from "new" student to becoming a part of the college!
- Helping students to be successful in their program of study

- The number of students that have graduated from our college and are now working.
- Assisting clients with information that improve their lives.
- Being able to assist in many different areas and see positive results.
- Being able to help the students and prepare them for the careers they dream of having one day.
- Being able to make a difference in someone's life. Providing opportunities for growth. Even with all the struggles over the past few months, I really do love what I and I hope others see that. We almost all came to education not for the money or for what we can/have gained, but to help others reach their goals and to succeed.
- Being part of a college who is passionate about their students.
- Feeling as if I am a valued employee. They ask my opinion whether or not they use it.
- Finding our students working out in the communities
- Former students remember me when they see me away from work.
- Giving student a quality educational base that will enhance their chance for a better future.
- Graduating students with high level skills who go to work and help grow our economy; partnering with businesses and other schools to grow our economy
- Graduation always gives me a sense of pride.
- Great organization and the people I work with daily. More importantly, I love to be part of the we play in having a positive impact on the lives of our students and the communities we serve.
- Having a good working relationship with colleagues and seeing students taking interest in what they're going to school for. I love seeing a teacher that is passionate about what they do and I feel like WGTC has some very passionate faculty and it shows in the students they produce. I also take pride in seeing where everybody starts and ends up. Faculty, Staff, and Students working together for the common goal of the college. There are so many things that I could say about the school that I am proud of. I am proud of this school and the people I work with. I couldn't think of a place I would rather be than my WGTC family.
- Helping our students be successful! I feel our smaller class atmosphere helps our type of students (generally older...) experience more success! Watching our students get excited when they realize they Can Do This!!! Getting our students more involved in the communities and its needs through our organizations.
- Helping students achieve their career goals and watching them excel!
- Helping students earn an education.
- Hope this is not wrong to say but the one thing that gives me the most sense of pride is when I have a student come in and complete my program. Then return later and thank me for changing his/her life. To me that's our responsibility to change our students life to take someone that's out of work or making minimum wage and teach them a trade so that they can become successful and make a good living for themselves and their family.
- I am new, and employees have been tremendously helpful, I am greeted with a smile, and made to be felt part of something bigger. I am proud to be able to encourage lifelong learning in my students and colleagues.
- I am proud of our mission and the opportunities we provide the community. It is inspiring to see students graduate from their programs so they can make a better life for their families.
- I am proud that we are changing/improving lives of our students and their families everyday.
- I am proud to be a part of a team that is helping individuals to better their lives, the lives of their family, as well as our community. There is no greater feeling than walking thru our local grocery store and having a potential student stop you and say don't you work for Wiregrass and then ask questions about what programs we offer, etc. There is ALWAYS someone thinking of bettering their life and I love the fact that we help make it happen.
- I am prouder of WGTC since we have a new President. I know Dr. Anderson loves this school. She appreciates her employees. I think having a great leader inspires the employees.
- I derive a sense of pride whenever my students excel. It makes me excited to come to work when I can see my students learning and applying what they've learned.
- I enjoy teaching our community of students and having an impact on their lives.
- I feel a pride in WGTC when I talk with current students who are receiving the educational courses for their career and they are thankful that our courses are close to their home. A greater pride of accomplishment is when I speak with graduates of our training programs and they are glad they attended our campuses, completed and are gainfully employed.

- I feel a sense of pride when I am included on decision making with the college and its staff/faculty.
- I get a sense of pride as an employee of Wiregrass in knowing that I work for an organization that strives daily to meet the needs of our community in a variety of different ways
- I have a sense of pride as a employee of Wiregrass when I see our students working on various jobs in the community. I hear a lot of good comments about Wiregrass.
- I have always been a proponent of Technical education, as i have primarily been a skill/trade person. To me, this job has given me the opportunity to give back and be a part of training the future workforce. The only way our future continues is to pass on information and knowledge.
- I love the fact that as employees, we change so many students' lives. Seeing the pride they have in themselves at graduation gives me much satisfaction in my job.
- I love the students. And Love my job.
- I love working at an institution that changes lives. I believe in the mission of Wiregrass, and I know that what we are doing makes a difference to so many.
- I take great pride that we have been military friendly for several straight years and that WGTC concentrates it's educational efforts in the markets which matter the most in our area. Getting people trained and into an employers doors is what we do best.
- I take pride in knowing we impact lives in our community and in families by offering the chance for non-traditional learners to gain education and skills they may otherwise not be able to obtain.
- I think that being an integral part of the local community is my largest sense of pride. Seeing former students out in the field working makes me realize that I am touching lives, and effectively growing the community in which I live.
- I work for my students- not for Wiregrass.
- It gives me a sense of pride to know that we are providing training for people that will enhance their lives. Some lives have been wondrously changed.  
It gives me a sense of pride to know we are providing qualified employees and making our communities better. I am proud when I see one of our CDL student drivers on the road.
- It makes you proud when you go to the doctor's office and most of the employees graduated from Wiregrass, same goes for SGMC and other businesses in this area. I've also heard the CEO of SGMC and other businesses state that some of their best employees are graduates of WGTC - this also includes great work ethics.
- Just knowing that what I do to help a student get started in their career can make a big change in their lives.
- Knowing I play a part every day in the implementation of our college mission and how it makes an important difference in the lives of our students, employers, and all the communities we serve.
- Knowing I've done a good job and that my work is valued and appreciated by my students as well as my employer.
- Knowing our college is changing lives by providing educational opportunities for people to obtain or advance in a career.
- Knowing that I am doing my best for my students.
- Knowing that I am effective, efficient, and trustworthy gives me my sense of pride at WGTC. I know exactly what I need to do and how to do it, and still learning everyday. I have built a trust and earned additional responsibilities. This makes me feel proud.
- Knowing that I am helping change someone's life. I have students that walk in my door and are scared to death. A lot of these are older students and have had a hard life. I encourage them that they can complete their education and be able to find a good paying job.
- Knowing that I have been an influence to help someone achieve their goals, by way of encouragement, or just going the extra mile to help them, and to see the excitement on their face when they graduate.
- Knowing that I help students get good jobs.
- Knowing that I make a difference for people who want to do more with their lives.
- Knowing that I strive for perfection in the job I do for Wiregrass.
- Knowing that I was able to help someone in the next phase of their life and see them progress while doing so.
- Knowing that students have graduated and are working in that particular field.
- Knowing that the college that I choose in 1979-80 is still providing educational opportunities for students in our area today.

- Knowing that we are preparing students with lifetime skills
- Knowing that we change people's lives.
- Knowing that we made a difference in the lives of our students, and knowing what a positive difference we make in the economic development in the counties we serve.
- Knowing that we make a difference in the lives of our students and a positive impact on the communities we serve by placing our graduates in the workforce
- Knowing that what we do every day enables a student to start his/her career. Our students are our best reflection. If we don't realize that it is our students that matter (not every day pickiness and fussing), then we won't have a college.
- Nice facilities and good reputation in the community.
- Our President-she is loyal, real; kind and warm
- Our Success record of transitioning students upon graduation.
- Our commitment to the communities we serve and to the students who are enrolled here.
- Our concern for individual students. Everybody matters!
- Our students that graduate and who are working in the field they are trained in.
- Our tuition is only 89.00 per credit hour, and most programs take no more than 2 years to complete.
- Preparing students for a better future
- Professional employees and seeing students be successful
- Recognition for willingness to help others and taking on responsibility not in my job description.
- Seeing former students succeed in my community
- Seeing my students graduate and get jobs (in-field).
- Seeing people gain self confidence and hope through education.
- Seeing student reach their goals and fulfill their dreams, especially when they walk across the stage at graduation.
- Seeing students succeed in the college and then the workplace.
- Seeing students succeed in their educational/career goals. That is the best!
- Seeing students succeed.
- Student achievement and satisfaction
- Student success. There is no greater reward. Especially when they graduate, are successful, and do not graduate in debt because of student loans.
- Students - when they learn in the classroom and apply their skills on the job. To hear from them years later and they thank you for believing in them when they didn't believe in themselves or when they needed someone to listen and I was there at the right time. Students give me the greatest pride.
- Students graduating with a high degree of proficiency and skill in the field they have trained for.
- Successful students
- Successful students that are working & happy with their jobs.
- Taking care of the grounds
- That I can make a difference in someone's life.
- That our facilities are well kept. Our technology is up-to-date (for the most part). Our faculty is knowledgeable. Our attitudes are positive. Our focus is customer service. Leadership (upper levels) seems to have direction and does a good job of communication the direction to faculty and staff.
- The accomplishment the college has been able to improve in.
- The beautiful campus!

- The contact with students and their progress and making a positive difference in their lives;
- The fact that my students come to me and seek help, as well as work colleagues that know this is an team effort across the board
- The high quality of the events in the community; the image that Wiregrass is having in the community; the service that we provide.
- The opportunity to prepare a future generation with the tools they'll need to communicate effectively in our bustling modern world.
- The process of tooling the students with skills to gain employment.
- The quality of our grads.
- The relationship we have with one another as co-workers on the Coffee campus.
- The reputation of Wiregrass in the community is a positive impact on my life. I feel honored and BLESSED that I was employed here.
- The reputation of the college and working with the student body
- The sense of pride I have comes from playing a part in changing lives. Be able to see potential in all types students and facilitate the drawing out of that potential in so many ways.
- The students at WGTC are the reason we are all here. It helps for all employees to understand that and always be willing to try and help our students.
- The students. I love their accomplishments.
- The success of my students.
- The true passion that most of staff and facility have for the betterment of our students.
- The working relationships with others and how those relationships help our students.
- To hear student's say good things about our college, staff etc
- To see a former student who thanks me for helping change and shape his or her life. To know that I made a difference to someone. That gives me a huge sense of pride. It makes me feel like I am part of something bigger.
- WGTC is a close-knit caring community as well as an educational institution.
- Watching students go out into the workforce and be successful.
- When I make the students that I teach happy by reaching their goals. Also spreading the news about Wiregrass College. Waking up most morning knowing that I am going to make a difference in at least one student's life.
- When I tell people I work at Wiregrass they get a look like they are impressed. I believe this is because Wiregrass has a great reputation as a quality education facility.
- When a student graduates and gets a job.
- When ever I am able to assist a student. I also love it when I come across graduates working and they tell me their success stories about coming to WGTC.
- When my students tell me how much they appreciate what I am doing to help them learn
- When people in our community compliments or brag on how we helped them or someone in their family.
- When students are successful in their training and become good employees in the community. When I hear employers brag on our students and the training they have received, I feel refreshed and encouraged about what we do.
- When students see me in public and report that they enjoyed and learned in my class.
- When you see a student succeed and get a job that will improve their lives and the their children's lives.
- Word of mouth on how well my students are performing outside of the classroom setting.  
The camaraderie with fellow instructors.
- Working with my students and helping them to be come successful is the only sense of pride i have working here.
- Working with professionals
- a Student saying "thank you"
- helping students accomplish their goals; having students and other instructors request guidance from me

- my students trained well and employed in their field of study
- preparing successful competent graduates
- students and mission
- up-to-date technology, programs, and materials
- when you see the students that have been in your class graduate and find employment in their field of study and when employers call and ask if you have another student like the they just employed

2.3) What are your ideas to move the college forward and plan for the future?

- By looking at the current trends and offering innovative programs that would create jobs for our surrounding counties.
- For certain people to be able to get out and do their job in the community, additional people need to be hired to continue doing the present work load and any incoming business.
- Keep producing quality graduates from our program and stay current with technology in our field of study.
- Offer more Continuing Education classes. Look for people that want to donate their time in teaching free classes to adult learners.
- Becoming a leader for REAL military friendly technical colleges
- Before we can as a school can move forward we as employees need to be on the same page. There are those who are still going through something and are carrying it through their work. There is a lot of bitter people. Lets work on the moral and watch how quickly students come back to our school because of the changed attitudes of the employees. The changes we have had in leadership have been awesome and I see some change already. With more dedicated employees we will get back to have a large number of students that enroll. Another this is the faculty. They have to get on on accord as well. So often students feel as those some of the teachers don't care, so the students leave and go to other schools or don't finish their education at all. Lets smile more and help a little harder. Communicate with students as well.
- Better communication campus wide
- Better recruitment options, reaching out to more people in the community to market Wiregrass.
- Communication. It is detrimental to a person/program when employees feel as though they are not as valued as others solely based on communication...or a lack thereof.
- Continue to bring in the high school students for the "Wired" events.
- Continue to foster a positive working environment; allow employees opportunities to demonstrate leadership qualities.
- Continue to pursue program accreditations and purchasing state of the art equipment.
- Creating crosswalks and working with PLA's.
- Develop adjunct pool
- Enhance the dual enrollment program
- Everyone needs to have a focus on recruiting and retention.
- Fiscal responsibility is a must. As the economy gets better, enrollment will drop accordingly. Our school should slowly move towards a stepping stone for those wishing to pursue a bachelors at a 4 year institution. We should advertise more on being a school where students can go to get their general education core, then transfer to a 4 year university later. We should also look at getting bigger parking lots.
- Focus on High School enrollment and displaced workers (such as from closed factories). Also, provide correct information to the student and promote a successful academic career.
- Focus on our recruitment on Moody and at the Prison- and local jails staff
- Focus on short term training which leads to high demand industry credentials as much as possible so that students are more apt to complete the program; a laddering approach similar to what currently exists but with more certificates, specifically those which will help us with CCG and help students become employed
- For WGTC to move forward: offer courses at the campuses; if a course is offered at a campus, allow completion on that campus; increased marketing by our instructors (they are the best at explaining their program and the job opportunities) I can promote my area by directly talking with classrooms of students about WGTC.
- Getting unity among the employees. Even though the college merged in 2010, several employees have not "merged" yet.

- Give my best in every aspect of my position.
- Grow enrollment and make WGTC student's first college of choice.
- Grow enrollment, seek new, cutting edge programs. Continue to grow early college learning programs and alternative scheduling.
- Grow programs in a controlled environment so there is positive controlled growth and not explosive "out of control" growth
- I am not good with long-term planning, but feel that Wiregrass would benefit from a careful analysis of the programs we offer. We offer programs that are becoming obsolete, that have low enrollment, and limited placement opportunities. This is not good usage of limited resources.
- I believe that we need to continue to survey our communities to ensure that the programs that we offer are the ones that are needed. I think that we need to expand program offerings, and add new programs to our campuses.
- I don't have any ideas... but I fully support our leadership staff.
- I feel like the President is doing a good job at moving the school forward and she has some great ideas. I also feel like the advertisement we are doing now for the college is putting us out there. I feel like more online face to face learning will be a thing of the future though and I feel like eventually there will be less learning in the classroom because people will want to be able to go to school from home. I believe implementing a solution where a teacher can have a Tandberg type class with students in class and have students remote in from home or remote locations can bring us more students in to the classroom. That would provide us with a way for students to have students from way outside of our current 13 county region. A cloud solution for web-ex or something could give us the ability to have people from other countries and even military personnel that are deployed to take classes with us. This could be a good idea or a bad idea though and I am not sure of how much it would cost, but I can sort of see a trend in the way people are going to school now. I personally find it easier for me to go to school online now that I work full time and have a family. I can take college classes through another college and not interfere with my job. I think this is one reason why a lot of people cant go to school with us is because we dont offer the programs that they need in an online environment. I understand though if we do not have the teachers to teach the classes online. But if we had a solution to bring the students in to the classroom from online then we could raise the class size and possibly start offering more classes that students want/ need.
- I feel this must be a campus-wide engagement where we look at ideas for how, as a College, as a TEAM, can best accomplish our mission while increasing our enrollment, graduation rate, placement rate, GED graduates, and business & industry training.
- I have no thoughts at the moment on this topic. If I think of anything, I will let you know. This requires some thought.
- I hope some areas that have already been in progress PLAs and Internships help in both enrollment as well as retention. I would like to make sure we develop strong ties to industry, help faculty find ways to improve accessibility and flexibility in their programs which I think will be critical in the long term. Find funding sources (donations, grants) for improving equipment upgrades. Develop relationships and opportunities that tie the college and the community into a common pursuit. (ED, employment, growth)
- I look at change as an opportunity for growth and not in opposition. Everything is brand new to me; however, I would like to see innovation such as telehealth training, and continuous computer technology use in the classroom, charting, equipment, etc.
- I personally feel we will always need to be adaptive and changes to the training needs of the workforce. But like any process, if we discover an area that is not functioning well we need to analyze it, find the problem and correct it. Its easy to "take the pulse" but how do we interpret the pulse? My position is outside of that, I support, but sometimes I can see whats working and what's not.
- I plan to recruit more Adult Education students in participating in our Adult Education Dual-Enrollment program. I am currently working on a flyer with Brooke and Rose Mary to put in Adult Education classes to advertise dual-enrollment. I having a Homeless, Foster Care, and Adopted Youth meeting with the area high school homeless liaison counselors, DFCS, and members of Wiregrass to share information about these target groups. I am working with Brother Potter of Calvary Temple concerning his members who do not have a GED. I think all Instructors and Deans should participate in recruiting efforts such as the different county fairs and community events. I am planning to expand the Compass testing hours to at least one evening per month.
- I really believe we need to revisit the core courses requirements for diplomas. I realize that this is something that would have to be approved at the state level. However, we are at a place where we have to consider the costs of attending college. Is our mission education or training? The term Workforce Development is too broad and smells of marketing hype. I would have never thought I would see the day that one 5 hour "technical college" class would cost over \$650 dollars. The cost have now become prohibitive to our students. This is especially of concern to students who simply want to update their skills. Core classes may add to our students education, but in some fields, do they add to their training? Could it be that core class--in some fields--simply add to the cost of their training? I think the answer is to exalt the TCCs (technical classes minus core) by doing away with the diploma, and offering only college level core in the degree. This means two different awards; TCCs and Degrees.
- I see our (TCSG) future as being more of a junior college as oppose to a "trade school." I think we should focus on those transfer course credits while strengthening the occupational course that students need in order to enter the workforce quickly.
- I think WGTC needs to consider adding more programs like Mortuary Science to our offerings.
- I think it would be an effective step to look at occupational trends within our service area and develop programs based off of those trends. This will promote enrollment in those areas.
- I think the college needs to maintain a sturdy base but also be more flexible to what the students need. We've been doing a great job at it but without the students it doesn't matter. What ever happened to drive our enrollment rate down we need to do the opposite even if it may

cost us more money now; we have to think about longevity.

- I think to build a good solid team of instructors working together regardless of the region and to have opportunities for them to meet and share. Promote success stories to our communities and keep our activities in the public eye. Develop ways to promote new programs to potential students, employers of those graduates, and follow up with success stories.
  - I think we need to look at new programs that would benefit our service area. Also having more programs that start at the high school and continue at Wiregrass would be beneficial.
  - I would like to have a certification for students to receive when they leave or become a certifying agency for the area. I am currently looking into this matter.
  - I would like to see an increase in enrollment and build all four of our colleges. This will take hard work and dedication from everyone involved.
  - I would like to see more collaboration with area high schools and more core classes offered even for students who are not planning on continuing with four year degrees.
  - I would like to see more programs come to the Ben Hill campus. I think that today's graduating high school students want more than to be a secretary, office clerk or nurse. Offer additional medical area courses that they can get all the program here on Ben Hill campus. Offer agricultural classes at night since most ag students are trying to work during the day and night might be the way to bring students in.
  - I would like to see my program grow in professional disciplines.
  - I would like to see the college move back to what it was built to do - Workforce Development. In my opinion we are spending too much money, time, and effort trying to compete with the regents' system of education. We must remember what has made the TCSG successful and get back to providing the training that our communities need for the workplace.
  - I would like to see the students be mandated to complete core requirements before being allowed to enter the final program
  - I would love to see some sort of advisement center where students can bridge easily from admissions to immediate student support. This center could offer multiple services, which I think students just starting out need, especially our non-traditional learners who are often anxious.
  - If possible, offer more academic classes
  - Imperative to provide instructors with the support and understanding needed for them to provide quality education. In the Allied Health Department, instructors spend upward of 30 hours per week with students. This allows for little time for the other mandatory requirements of the job - advising, meetings, etc.
  - Improve advising and tutoring services for our students
  - In my opinion, we need to offer several new programs to our community. If we are going to increase enrollment we have to offer what the students are going to want to take. A perfect example is my stepson and three of his friends graduated a couple of years ago from Fitzgerald High and wanted to become EMT's. However, since that was not offered on the Ben Hill campus they chose Moultrie Tech instead because they did not want to go all the way to Valdosta to take it. We have to offer programs at all campuses in order to cover all of our service area.
  - In our counties with little or no growth, we have to recruit high school students if we are to see enrollment grow. We've done a good job the last couple of years in offering dual enrollment courses, but we need to attract those students after graduation.
  - In planning for the future of the college we need to continue to remember our mission of promoting community, educational, and economic development by providing a highly trained workforce. Promoting community- interacting with the community on community events. Make Wiregrass known in the community. Educational- every person in the community deserves to be educated. We should remember technical college students may have different needs than prospective university students. Economic development- continue to market and reach out to local business for continuing education.
  - In the new year, I think we all need to rededicate ourselves to the mission of our technical college, the roles we all play here, and execute our responsibilities to the best of our ability. We need to be focused every day on taking care of our customers.
- Regarding the future, we need to stay vigilant on what our local employers need, make sure our college programs are meeting those needs in an efficient manner, make sure our graduates leave with the skills necessary to be successful. We need to also make sure we are using the best technology available, stay on top of the latest trends, and be as thrifty as we can with the resources we have available to educate and train.
- Also...very important...continue to increase recruitment of high school students in early enrollment opportunities and after high school graduation...continue to educate parents and school counselors to help our young students make the best education decisions for their future careers.
- In to move the college forward, across the board it's a team effort on all levels not just staff and faculty recruiting for students but the administrators as well. Our college is as only good as we make it, and in order to make it better we need to do an S.W.O.T. analysis on the areas that we could improve in across the board.
  - Incorporate more Technical Certificates into the college for students who just want to go straight to work.

- Increase enrollment, program offerings, and class offerings.
- Information
- Instructors should begin taking more responsibility for the enrollment of their programs. Many have become extremely non-interested in recruitment, and it shows in their program enrollment numbers. Sometimes, they are rude to guests that travel through their areas, and that definitely doesn't help at all. Many don't reach out to their high school faculty counterparts, so those counterparts encourage their high school students to go elsewhere. When this is brought up to them, they don't seem to care. I know that the community is hungry for what we have to offer, but if we don't tell them how great we are, they won't know.
- Integration of technology; progressivism
- Keep fund raising and having faculty recruit for their programs.
- Make the process for students more smoother, help transition students into college life. Encourage work ethics at school and in the workplace.
- Making it easy to apply and get into classes, not having the new students running all over the campus just to get into Wiregrass. A one stop shop.
- More community involvement within industry and school systems. Find out the need and meet it!
- More equipment, focus on technology, lots more bandwidth, hybrid classes using technology.
- More recruitment
- Moving administration around was a good start.
- My main goal right now is to help increase enrollment. Without students we can not move forward.
- New lab equipment for programs.
- No Opinion
- No comment
- None at this time
- Offering skill-based credits rather than curriculum-based. Rather than taking a 3 credit class in a specific topic, to master a skill and get a certain credit to add it up until it meets the curriculum requirements.
- Programs across the board...offer the programs that are requested by the students and the businesses that will eventually hire them.
- Provide customer service training. Not all students feel like it is a friendly atmosphere in some areas. Make the student success centers a place that successful students go to--not just for students when they are trouble (I hope this makes sense). I think we already have great success centers.
- Reduce Administration!!! The 8% number given was stated to be directors and above but there is additional administration below the director positions. Almost half of the dollar amount allocated to salaries goes to Administration. Shouldn't faculty be the primary place for salaries?
- Restructure instructional methods in classroom; grow program.
- Review underperforming programs that do not have enough enrollment to cover expenses. In those programs, either revamp to meet community needs and increase enrollment, or cancel the program and move the instructor to another area of the college where they can be more productive. This was done with staff/administration and should also be done with instructors. When there is a program with very few students, and the instructor makes more than the instructors in our largest programs, this sends a bad message. It is difficult to keep those instructors motivated and help increase enrollment and program growth.
- Seems like sometimes we put the cart before the horse and announce these big new programs - then we don't follow through. New programs should be planned out better before hand.
- Shut down the Ben-Hill campus, which is a wasteland. It is like a ghost-town in broad daylight, yet it features about the same number of employees that the Valdosta campus has. I'm not sure what the point of the Adel campus is, either. Even if the building is free, they don't have enough enrollments to pay for the number of faculty/staff on that campus. I think the campuses outside Valdosta should be treated as satellite campuses, and if they're not profitable on their own, they should be cut. Either that, or let them merge with someone else.
- Start looking at our internal procedures. I think most of our problems that are negatively affecting enrollment is internal. We are not a big university and cannot operate as one.
- Stay abreast of future educational needs and implement programs to meet the need.
- Stay knowledgeable of the needs in the community as well as the demand in the job market. Keeping our equipment updated to meet the demands in the workplace.

- Stay on top of current trends, technology, and equipment
- Stop making changes and then changing those changes, and then making more adjustments to those changes.
- The college needs to move some of the administrators, office staff and instructors from out of their comfort zones to, perhaps, enhance the growth of the college. Sometimes offices and classrooms become gathering places for the staff and program enhancement goes lacking. For instance, recruitment and spending more quality time with the students.
- There's needs to be a more diverse teaching staff. Some higher level positions should be eliminated. More effort to move part-time staff to full-time especially in out lying counties where enrollment has shown a significant increase.
- To be able to assist students with transportation to & from the college.
- To improve what I do now.
- To treat students more like they are in college not high-school; For instructors to have schedules like other "real" colleges have; allowing faculty professional license; less micro-managing for faculty and students; we really are managed like a high school.
- Try to include the employees as much as possible in the plannig of the college.
- Trying to convince the deans we need to offer more classes on our satellite campuses. If we can offer a class on line we should be able to offer it on all campuses.
- Watch the trends to make sure we are offering the programs needed; also add new programs to increase enrollment.
- We can move the college by continue to offer new courses.
- We have to find ways to recruit and retain students.
- We need to be in the public again wearing our Wiregrass tshirts, hats, jackets, sweatshirts, etc. This is not just a job-this is a way of life. It's our home for a large percentage of our week. We need to take pride in our school and treat it with pride. Everyone should play a role by actively recruiting any and everyone that we meet.
- We need to be more innovative in our teaching technologies. We are way behind the curve.
- We need to be present at every community event ex. Relay for Life, Wild Chicken Festival, Sweet Potato Festival, Harmony Jubilee
- We need to continue what we are doing to promote what we can offer students. Unfortunately, on the Ben Hill campus, several of our offerings have been moved to online courses. Most traditional students do not have access to computers or internet (cannot afford it...) and, therefore, really cannot do online. If they do try it, they come on campus to do the work and seek help from instructors. Our enrollment is low, but if you count the students in our area as online, it would make our numbers look better. I think someone told me that the Valdosta campus gets credit for all online classes. Cutting out some Allied Health options also have hurt our enrollment.
- We need to get enrollment up by any means necessary this will take everyone to do their part to make this happen. All programs need to stay on top of the new technology in their fields of study. We really need to fix some areas of labs that have been needing repairs awhile. We need to continue working with local businesses to ensure job placement and work study programs for our students. I also wish we could repaint and change some of the colors in the school to a more professional color that will give the school a more professional atmosphere and appearance . I know these things may not be high priority but I feel anything we can do to make the campus look better and more elegant will help attract more students.
- We need to keep up with the times. Budgets are tight and they don't allow many departments to keep up with current technologies to make the programs better and more competitive.
- We need to recruit our junior and seniors at the high school. We have got to have open campus days like other colleges/universities do. We also need to offer more night classes and more TCCs for the non-traditional students.
- We need updated technology to teach in the classroom and work environment. The hard drive and memory is so SLOW. I have to sit and wait to work as the hard drive grinds to catch up. Students are frustrated as the computers drop their exams and they have to re-log in to complete and exam. As a technical college, we are lacking in updated equipment to provide the best interaction with teaching and exams. HELP!
- What we need a good ole' fashioned technical school that teaches a trade. Build upon your education if you want to do so but we need a trade school. Learning a trade leads to jobs. People in our community need jobs.
- better labs and move the book learning online give us more valuable lab time.
- give us pay raises and boost our spirits
- keep finding ways to improve your program and to work with industry and keep up with thier needs
- maintain innovation aside from innovative teaching, we should maintain innovative labs, facilities, etc.
- no comments

- open the door to more community partners, increase grant opportunities and up the number of large donors
- technology should be our future; we should be using technology in some way in all programs; need to require students to use technology to enhance learning/studying; require students to be responsible for their education; use rigor in our classes to teach real-world experiences

2.4) How can you improve student learning and/or learning environment?

- By being more involved in students needs/complaints. Be a listening ear and seek answers.
- Different ways of learning the art of welding ex.(Virtual Welding machine) remaining on top of technology.
- Possibly offering study groups for students that are having a difficult time with a specific class.
- A couple of things my professors did were recording themselves whether through a video or voice recorder about the course work, ie chapters and also do Power Points to go along with the video or voice recorder. This seems to help out a lot, especially with online classes.
- Actively engage with students and let them know we care; take extra time after class when needed to be sure they understand the material so that they will be successful; their success is our success and our B&I's success
- Again, a solution to offer a face to face online class scenario for students. Also, more interactive CBT nugget training for students to actually see the types of things they will be doing and give them scenarios that they will face in the work environment. I know we are in a mixed environment between the tech savvy and the tech illiterate generations so we could offer a mixed environment for learning. This will allow the less tech literate students an opportunity to still learn and also give them the opportunity to learn the more software/technical side. All professions are moving to technology including the most basic of jobs and people will need to learn technology, but in the meantime the ability to learn both ways will benefit everyone in the classroom.
- Allow me to teach my area of Learning Support rather than a computer teaching it.
- Allow students to use technology in the classroom to enhance learning. Offer basic computer classes to help those that need extra assistance. Using the latest technology in the classroom.
- Being student oriented and not teacher oriented takes effort, being trained specifically to reach students with real life situations and how it relates to them would be beneficial.
- Better access to technology to demonstrate real world job aspects to students.
- Better bandwidth and video recording technologies for recording lectures for online courses.
- Better computers - way too slow
- By being encouraging, supportive, and directing them in the right direction academically. As well have
- By continuing to listen to students and refer them to the college's tutoring center for assistance while offering support and encouragement.
- By helping students to achieve objectives, not grading them after the fact. I work with my students to get them there before grading. I would like to be able to spend more time with students and less time doing administrative tasks.
- By modeling examples that enables students to pursue their objectives with coursework completion.
- By providing more learning support and tutoring for students in areas other than Math and English.
- By relating rigorous standards to real world jobs.
- By utilizing every avenue of learning possible. Everyone learns in a different way. Instructors should have the autonomy to utilize every possible way a student may learn.
- Caring instructors dedicated to students success.
- Communicate to the student on their level by listening to what they are needing for a positive outcome.
- Constant communication with the students regarding resources available for tutoring, etc.
- Continue to do my job and provide good customer service. Meet students' needs (and I'm not saying to lower our standards and expectations). If everyone did that, most everything else would fall in place.
- Continue to reflect upon my IE data and address issues.
- Continuous education on instructional techniques and classroom management

- Ensure that everything is student-centered--student services, advising, scheduling, teaching.
- Find new ways and methods of teaching.
- Give me less paperwork, etc and more time with my students.
- Give opportunities for faculty to teach and to receive faculty development.
- Give the instructors more latitude to teach their classes and more academic freedom to adjust to suit the needs of their particular group of students. Recognize instructors who have positive results, and offer assistance to those who do not do as well.
- Have less students in the classroom and being able to do more one-on-one assistance.
- Have students use the library more to be able to be lifelong learners.
- Have technology that is up to date and functioning properly would benefit my students learning greatly.
- I always try to create some type of bond with the students. Find out what they like or what they enjoy doing. In order for students to become engaged in learning the instructor must be entertaining to the class and make them want to learn more..... Motivation is the KEY.
- I am constantly looking/searching at how to get my concepts across to students. Showing students I care, sending them emails of encouraging, replying to emails when they ask questions...
- I am not a faculty member so I do not know how to improve it from the instructors' points of view.
- I believe WGTC should start some type peer counselor program. The peer counselors would be responsible for assisting students with their transition into college.  
Develop an early alert program to determine at risk students.
- I believe that the common thread and aspect that has the greatest impact- positive or negative resides in the ability of the instructor. From my perspective, I can try to make sure that I have done all I can to provide the support, training, and professional development an instructor needs to be effective and up-to-date. As far as the learning environment, ensure that it is safe, and has the resources to train our students that meets the needs of industry. (equipment, software, texts and etc.
- I can help student learning by providing the students with the resources and tools they need in order to be successful. It could be as simple as letting them know that we have tutors available to them.
- I can improve learning and the environment by improving the way I instruct. Since being in this position, I've always looked back at what I've done in a semester and evaluate where I want to go and how I can improve in the next term. I've pulled from online resources to accomplish this improvement, but would love to see more options at Wiregrass for instructors to learn how to educate in better ways.
- I can improve the student's learning by letting each student know that I care for them and that I am there to help them reach his/her goals. Go the extra mile if I have to and I do. So, I need to keep doing what I do.
- I can personally improve the environment and learning by becoming more organized in my presentation of materials. I tend to wonder from topic to topic and this sometimes brings confusion. I am working on this now.
- I can't, directly, I work in a support role. But in an indirect way we provide by insuring our job is done correctly to provide as good as possible environment. I have done instruction before, and one of the things I found to be most effective was to be able to engage the learner. This can be difficult in some situations. But I am encouraged that our QEP process will help address this, help learn to engage the students.
- I constantly revise and update information in my specific area of teaching. I currently use TracDat data to improve student performance.
- I do everything I can now to help the student with the learning environment now. I can not improve until the school improves the computer system .
- I don't think the semester system is ideal for our students. If we want to get them out faster, the eight-week semesters help with that. If that is too fast, maybe a change back to quarters could work: ten-week quarters offered fall, winter, summer, and spring. I think the 15-week semesters drag on too long for people who aren't traditional college students, and when they fail a course it takes them even longer to get through their programs than it would otherwise.
- I have several ideas which I hope to institute upon becoming program coordinator someday. However at this time I am only an instructor and know the chain of command and do not wish to step on the toes of the current coordinator. As they are well liked and I know it would be a losing battle to go against their way of doing things.
- I think this begins with a strong instructional team for the particular program. Instructors for the program need to be working as a team to share ideas, agree on plans, and work together for the good of the program. Students will learn easier and feel as though they are in a supportive environment if they have continuity and support from faculty. Have each program meet and discuss the strengths of their instructional materials, methods, etc. and make changes if needed to better the presentation and content of courses.

- I will learn of this in Phase I Training
- I would improve the learning environment by creating an academic advisement center. Having one place for all new students to go for all aspects of advisement, admission, etc. would be an improvement.
- I would love to see us add more interactive opportunities in the classroom. The podium does not have technology to "draw, demonstrate, and give visuals" that are projected onto the screen/board. I do not know what software or equipment is available, but I know it's there. I have seen it.
- Improve classroom equipment.
- Improve student learning by requiring students to seek tutoring if below certain grade. Continuing to give guidance to the student regarding grades and progress in the class.
- Increase lab space and improve technology.
- Increase work ethics in classrooms.
- Innovative ways of teaching, positive attitudes, hands on projects
- Keep researching/studying my field.
- Keeping the students engaged in the classrooms. It makes them want to attend class.
- Knowledge that is giving to me. Give back to the Students.
- Let me do my job and keep students from running to the dean when they get mad. They need to follow the chain of command.
- Make a more concerted effort to provide the materials needed in the classroom. Provide more updated computers in out-lying counties. Provide more classroom hours if at all possible. Listen to the needs of the teachers, they are involved with the students on a daily basis, they know what the student needs
- Making sure that the students always have the feeling that I care about their well being. Each student needs to feel wanted.
- Many of the classes offered are set up to be followed exactly with little interaction with the instructor. For example, if an instructor wanted to give handouts, these handouts have to part of the resources from the class in Angel. Instructors need the freedom to assess their classes to see if additional creative methods can be explored. Student learning would also benefit from cohort groups rather than random scheduling of classes. Students are required to take too many online classes (sets them up to fail) rather than offering classes on campus with an instructor.
- More active learning less lectures.
- More discipline in the classroom. It is a grey area. We have now a new attendance policy that we can enforce; we need a media policy about cellphones, we need a policy on tardies; we need one on participation. The issues I see in my classroom are more behavioral and related to work ethics than academics.
- More lab stuff
- More structure. While this is a technical college students need to perform at a higher level. It's like we just expect the minimum because they are "tech" students. It has been said by many employers and higher learning institutions that our students are not ready to go on to higher education or a highly competitive work force. They don't stand out in the crowd and we need to change that "tech school" mentality.
- Must maintain and hire dedicated professional experts in their field. Need to provide students with some kind of support center for tutoring, advising, etc.
- My position does not directly come in contact with students, but I will be there to assist in any area to answer a student that I see might need assistance.
- N/A (2 Counts)
- NA
- New lab equipment.
- No Opinion
- Offer more classes
- Offer more than one mode of teaching. Teaching is not just lecture nor is it just hands on. It should be a combination of the two. Teachers who do this tend to see more student success. Hopefully, the new QEP Initiatives will help those who need it with this type of training.
- Permit me to achieve competencies using my own judgment. Competencies guarantee consistency, not course shells, unproven methods and micromanaging.

- Require all new students that aren't familiar with computers to take a beginners class; basic computer skills. The current COMP 1000 class is not for true beginners: way too much info and speed are needed to successfully complete the course. I believe that the only students that pass it on the first try are ones that probably didn't even need it or i.e. didn't learn much, if anything, from it!  
So many of our new students fail this class, sometimes repeatedly, and it discourages them. Lets make this course about fundamentals so they become empowered from the knowledge and skills acquired. They need to be encouraged and feel good about themselves and their ability to learn.
- Some of the Instructors are condesending to students, unhelpful, and take pride in students failing their classes. All students should be treated with respect. For those students who are failing, Instructors should encourage their students to go to the tutoring sessions. Instructors should use the early alert system as soon as students begin to get behind so academic/ counseling intervention can take place.
- Speak to every student, smile, make them feel comfortable in our environment. Ask if you can help them. Then do what you can do to help or direct them to the right person. Walk them to the person and introduce them, or call the person and help them make the connection. Get their phone number and follow-up if possible.
- Stop stream lining all lessons and syllabi, which takes away from my own ideas for how I want to teach my students.
- Student learning can be improved by offering an open tutoring lab i.e. Math and English/Writing labs that can be utilized by students on a walk in basis.
- Students should not be able to register for an online class if: they have failed the class previously, or are already in poor academic standing. These students are at a high risk of failing the course, which will further hurt their academic progress (and eventual graduation). They need the resources and guidance from instructors in face-to-face environments. COMP 1000 is especially difficult, because many students are not familiar with how to use a computer (turn on, use the mouse, type, etc).
- Support and encourage students and know where to send them when they need academic assistance. Perhaps look into grant money to pay for more tutoring. I previously worked in a federal program that provided 12-14 tutors to my campus. One part-time person here can't tutor every subject area.
- Teach. Stop with the auto pilot classes. Stop being dependent on software to teach a class. Teach our teachers to teach. Better yet let them teach! They have degrees that say they are qualified to do just that. They don't need a program such as SNAP or Learning Support software to teach skills and education. They have an education so let them use it. The class then becomes more personal and approachable. Students will stay in a class that is actually being taught by a person and not by software.
- There was a lot discussed about the safety of this class room when Ms. Alice came through. Follow-up on things discussed will make the students feel more safer.
- Through a strong focus on ensuring academic success for each student, a willingness to experiment with a variety of strategies, intensive and sustained efforts to involve the community, an environment of mutual respect and collaboration, a passion for continuous improvement and professional growth.
- Training in newer/updated programs within the field of study as well as ample time to implement in a useful way.
- Try to use a variety of teaching styles and learning styles. Determine how the students learn best and try to work every aspect of learning into the lessons. Also, be on campus when the students need to come by for help rather than teaching in a high school. There are plenty of people that would be adjunct teachers for high schools if the jobs were advertised in papers and not just on the website. Most people don't know to look at the website.
- Understand our college mission, be a team player, present a positive attitude every day, recruit in the community wherever possible, and keep encouraging students that they can do it!
- Use more technology related devices that they students are using. Today's student is tech savvy and the College should be also
- Using flipped classroom technique, which was not used before. Projects are in class, hands on, which allows one-on-one time with student. Projects have been increased by 70% to facilitate learning.
- We can improve student learning by making sure they get extra help in subjects that might be a challenge to them.
- We have a well equipped lab. Better than most. However, much of our equipment is dated. This dated equipment was designed around maximum interaction between the instructor and the student. This is not a big issue if classes are small, and students may attend classes within a large window (for instance class offered 8am-3pm). Those days are gone. We need to update to computer aided learning. I'm not talking about hybrid courses done on ANGEL. I'm talking about computer aided instruction that is tied to a specific lab or piece of equipment. This allows the instructor to move closer to the role of a facilitator. This approach gives more room for instructors to target students who are in trouble and help them before they get too far behind. It also allows student who can progress faster the incentive to progress further.
- We have beautiful new buildings on three of our campuses, so the physical environment is great. I am support staff so I don't feel qualified to comment on student learning.
- We have to keep on top of all new technology in our respected fields and continue to learn new technics to reach students.

- We need to push and support our Student Success Center so that students know that help is there. We may need a tutor for more programs and encourage them to take advantage of the program before it is too late to improve their grades. Better internet service!
- We need to update our technology in our classrooms. I know some of this is in the works but it has gotten bad.
- White boards in the classroom, more lab equipment/supplies. Ease in ordering supplies.
- focus on diverse teaching and learning strategies to shift attention to all students individually
- integrate studying methods into the classroom; could require students to take notes and submit them
- keep up to date training materials and equipment and find better ways to teach labs and activities
- like I answered in the previous question I think students that are core complete are more serious about their education and the dedication of the students goes along way in their success
- n/a
- offer Math bootcamps especially for the Veterans. the challenges presented with transitioning from years of service to a college campus leaves many veterans significantly behind in math.
- stay current in the profession and teaching methodology/technologies
- unsure
- use the technology and resources we already have in place. The Center for Excellence is a valuable resource.

2.5) List any new trends, technology advancements, etc. that you feel would enhance the quality of training and/or training environment that is offered to students at WGTC.

- Speed up the Internet service...and data capacity.  
I currently have to send multi emails for just power point presentations...:(
- Online teaching. For example: Khan Academy offers an excellent step by step training for improvements in math.
- The QEP Plan is good. Use more training videos. Make sure the classes are manned with the teacher or a knowledgeable substitute. Try to not have classes cancelled.
- A combination of old and new
- A couple of things my professors did were recording themselves whether through a video or voice recorder about the course work, ie chapters and also do Power Points to go along with the video or voice recorder. This seems to help out a lot, especially with online classes. Giving examples using the methods can also help individuals grasp the work more as well.
- Again ongoing computer skills because the new updates on the computers are complicated.
- Again there are several new techniques and advances in my career field, I have read about but have no real training in so I do feel comfortable trying to teach them. I feel it is better to not teach anything I have no practical experiences with, because if it is taught wrong there is a real possibility of getting someone hurt or even killed.
- Answered in 2.4.
- At the present time, I feel that the quality of training is excellent.
- Better computer systems and internet to start. That is one of the main complaints. Use of today's technologies. Access to more on the internet. They are college students and while we don't want porn on our systems, many websites are blocked for unknown reasons.
- Cisco/Webex/Tandberg classes. I believe i'm starting a trend in my writing. I believe this is the way of the future and i believe eventually "several years down the road" a teacher will be able to sit at his or her desk and teach a class to 20-30 students that are in different locations either at home or a remote site. Or he could have a classroom full of students and also teach the Tandberg that we are using now and still have several students taking the class from home that may not be able to get to the campus that the teacher is teaching from or the remote tandberg site.
- Computerized patient documentation software needs to be added to every Health Program and incorporated into the curriculum.
- Do not know of any that we do not have already
- Don't know of any.
- Electronic medical records - our allied health students need to learn these new and emerging skills.

- Enhanced Online Learning Environments can educate students. Allow interactive classroom meetings in all courses.
- Face it, technology is changing faster than we can re-tool and teach the new technology. How can we make this process more streamlined? In some cases we have let current technology outpace our training. But on the other side there are still "basic" skill sets that are critical to be a good worker and are building blocks. You have to learn the basics. What good does it do to have a student memorize an engineering level theory to recite, that they really don't understand? But they graduate and can't use an Amp-meter, a basic tool! Understand this is a trade program concept.
- Faster computers
- Find some way to amplify the sound volume level of the speakers of the PowerPoint projectors. At their loudest, the volume is still too low.
- Have a plan to upgrade/replace computers across the campuses.
- Having an interactive whiteboard and a document camera in the ECCE classrooms would benefit our students in that they would receive training on the same type of equipment that they may be using in their career.
- Having faculty using the Center of Excellence at WGTC. Providing training to faculty for teaching methodologies, assessment techniques, and curriculum development strategies.
- I Pads, Tablets
- I am always willing to learn new and improved ways to provide learning experiences in the classroom.
- I believe WGTC does a great job with social media trends (Instagram, Facebook, Twitter, etc).
- I believe that Wiregrass is up to date with the technology we have for our students. The only other option is to link the technology with the use of their iPhones. Other than that we already have the technology. The teachers may have to link lessons to the tech. to keep the students interested.
- I don't have any suggestions on new advancements. Hopefully, the instructors would know that for their own area. However, we need to ensure that we use technology to enhance instruction, not replace.
- I feel that WGTC is up on the latest technology and training tools.
- I feel that hybrid courses would offer students more flexibility and would be more effective for many students than either a traditional or online format.
- I feel that offering a Student Veteran Transition course to our veterans would help tremendously - online. make it more informative than the typical course.
- I have not found nor heard of any new idea or machine that beats the "hands on" method of learning.
- I pads for the students
- I think some of our technical programs need updated equipment.
- I think technology exists in simulations and other training methods that allows students to work from a distance and in their own convenience that still maintains the quality of programs. This combined with open labs affords the accessibility and flexibility that many students need and will demand in the future. With the power of the wireless networks, information is readily at hand- I think we need to begin to research the use of this technology and the apps in the workplace. This will be a needed skill set in the near future regardless of your career choice.
- I think we are already technologically advanced.
- I think we are on top of that already.
- I think we focus too much on the "new" and "cool" that we forget that we don't teach that type of student all the time that will be able to adjust to the latest and greatest in technology. I think sometimes it is important to go back to where we came from.
- I think we need a little more access to certain sites on the internet that offer videos related to our field of study. Students have stated unable to access because these sites are blocked at school. I know that's a two-sided coin we have to have these blocks on sites because students will access areas that they should not go to.
- I think we need to make sure that our computers are up-to-date and running the most current operating system. I believe smart phones are a valuable tool that could somehow be incorporated into learning.
- I would like to have all my students in front of computers or tablets. We are very close but there are still some classroom spaces that are behind. Also get rid of BARRACUDA. That system is a huge impediment to my teaching. What are we protecting? We are a college with adults. I taught previously at VSU and never had this problem, they must have a secure network, can we find out what they do and copy that. There are so many regular things that I want to access that show up as blocked.
- I would like to use more field-specific technology in my classroom.

- I would like to use more powerful computers to process fingerprints and work more with computer forensics.
- I'm not really into trends and not technology savvy.
- I, myself, really need for the SMART Notebook technology to stay in place. Being able to record my lessons or demonstrate how to work problems and send out to students.
- Incorporate social media into class activities; develop our own texts and move away from very costly access codes for texts
- Instructors in their program should know what new technology is needed for the classroom that businesses and industries are using. Don't make all instructors use technology like Angel if it is not benefiting the students.
- Lean more towards using E-books in the classroom
- More classes offered online.
- More hybrid class. And all online classes should meet face to face at least once at the beginning of the semester.
- More interactive technology, better wireless, and connectivity. UPDATE memory and OLD computers. It is difficult to do my work, advisement, or lectures when I am waiting on a computer that is slow and grinds.  
More space, improve the work environment of the lab areas, and help us to be able to teach with effective intervention with student's learning.
- More technology is needed, such as the Elmo. This would especially be a great help in teaching math and language arts.
- N/A (3 Counts)
- NA
- New lab equipment.
- No Opinion
- No suggestion on trends and technology.
- Not so much a trend, but a necessity. Technology changes at a rapid pace - we need to have upgraded equipment AND software in order to advertise state-of-the-art degree programs, which, in turn, increases our enrollment and comparison to art schools such as the Art Institutes and SCAD.
- Not sure...need to make sure our desktop computers and other technology are up to date and working properly. Offer the latest technology when budget allows. Maybe partner with the university more to share resources.
- Obtaining a school Google Developers account (it's only \$25) so that students creating apps can have them published, and the school could charge for advertising on the apps. Also, YouTube channels for online courses. Elluminate is not acceptable.
- Online learning with interactive videos or animated components
- Perhaps a stronger technology system which supports the software and training requirements for students in our programs. It is disheartening to hear students complain about software and technology they have to use and are often unable to complete assignments required. It becomes frustrating to the students when they are trying to meet assignment deadlines and our technology does not support it.
- Promote more student activities and clubs.
- Shows like CSI are huge. If Valdosta had more lab equipment we could use it as recruitment tool
- Sometimes we use too much technology rather than reading and studying material. Technology is great is used correctly, but we shouldn't have to be so regimented.
- Technology or trends do not teach - instructors do. Higher standards and more generous deliveries. More instructors giving more.
- Telehealth, and use of the expensive manikins that are housed at Wiregrass.
- The bandwidth is not adequate for our current Tandberg, Eluminate, and Angel activities. Many of the computer labs and offices have outdated equipment and software.
- Update computers
- Update our technical abilities, we have so many issues with our Web
- Updated equipment for Allied Health classes and better computer system for Coffee campus.
- Upgrade or computer labs.

- Use services such as Twitter, SMS (text messaging), and Snap Chat for student announcements.
- Utilizing social media as an avenue for learning. This is the way of the world right now.
- Utilizing social media, engage the learners (allow them to have some control over their own learning experience).
- We are close to the cutting edge.
- We can install newer computers in our labs and Student Success Centers.
- We do continue to lag far behind in technology. Sure, we get the latest updates for Office and such, but our computers are dated, our systems are extremely slow, and the resources that our IT departments have are very limited.
- We have excellent technology in place. We should use the 3D Rovers for example, more often. Again, the CFE is an valuable resource.
- We just need to stay current.
- We need more computers & iPads in the classroom for each students; faster internet.
- We need more labs with computers for use in testing and so students can complete assignments. Many of our students do not have computers at home or available outside the school. Many WGTC leaders do not realize just how many of our students are middle-aged or older and don't have good computer knowledge and skills.
- We need to upgrade computers in all areas as funding allows. Computers in some classrooms are slow. Computers in some labs are very outdated. I am not knowledgeable about trends in industry.
- We were asked to submit information to make our labs 'state of the art' and when the budget came back we were highly disappointed. We are a technical college and we should function like a TECHNICAL college. Our students should be able to use the latest and greatest technologies and they can't. I would like to see the software we requested to give our students the opportunity to learn what they will use in the field.
- Web 2.0, hybrid learning
- While Ms. Lockett and Mr. Payton have done a great job having the computers replace in this facility, Providing overhead use in my facility would really be great.
- White Boards, simulation software, electronic clinical documentation software.
- Wiregrass already seems to cover their technology advancements. The hrs. that these technology training may be a conflict at times.
- adding online power point and books
- electronic documentation systems, med administration, simulations, hands on equipment, etc.
- electronic records for clinical settings; increased access to lecture capture technology like tegritiy;
- get more hands on, or have trainers come to them and let them know what is expected from them.
- n/a
- no comments
- none
- not sure
- use collaborate software to require synchronous learning in online courses
- use iphone more in teaching
- virtual welder/update welding machines
- work with local business to have students to come in to shadow for that perspective field...  
Have Skill Challenges among the programs like culinary arts, graphic & design, and business technology

2.6) How can you become more involved in the communities we serve? How can you ensure the communities we serve are aware of programs offered at Wiregrass?

- I attend alot of community events; in addition to, my involvement with various organizations. We should ask different churches and organizations to house our brochures. Have Free Application Day at a downtown venue that is closer to different neighborhoods. Perhaps,

have a Wiregrass GA. Technical College Day on the Square downtown with information about our college, serve food from the culinary department, free manicures from Cosmetology, and activity from each program.

- Talk the college up instead of down. Be positive instead of being negative.
- 1. commit to serve in the community, (i.e boards, community clubs (2.) We need to make sure the community is informed, by way of radio, visiting business constantly, leaving brochures, materials , being visible in our community when activities are going on. I know we do a lot of this already,
- Advertising, community outreach, internships, connections and relationships.
- Allow and support some employees to participate in their home county business after hours and chamber of commerce activities.
- Already volunteer for several non-profit organizations in the community.  
As employees of WGTC, we ARE the marketing for our college. But, we need a different strategy for marketing. For instance, I didn't know we had an Air Traffic Control program - never seen it mentioned in any advertising, and it's an incredible program. More marketing love to obscure programs.
- Always build bridges so that our work relationship with industry and health care facilities are the
- Anytime I am asked to participate in some school event (via Brooke), I do my best to attend. I think we should probably get with high school students more than elementary/middle school students, because they (hs) will be in search of a college before elem/mid schoolers.
- As an instructor of letters, I believe that I am currently serving the community to the best of my ability. I love these students like they're my own family, and they know it.
- Attend community meeting and events. Volunteer to help. Wear your name badge when out in the public, then speak to cashiers and sales people wherever you go. Promote the college and programs.
- Attend open houses, ribbon cuttings, business after hours, luncheons (participant and/or guest speaker), parent teacher organizations, community events,etc...
- Attending more community events. That has become increasingly difficult with the increased job loads of staff, however this is a goal for the new year.
- Awareness is through word of mouth and a good experience by our customers (students, businesses, etc.)
- Be involved in more campus-wide recruiting efforts.
- Be visible in each community. Host forums or other events on our campuses to survey the community leaders.
- Become more visible in community activities and speak about WGTC more in the community.
- By attending chamber meetings, joining rotary or another civic type of organization, serving on committees, or volunteering time on community projects where we can meet people and share the positive work WGTC is doing.
- By attending more communities events to spread the words & get more information out verbally.
- By being present, having specific marketing for specific areas, current newspaper articles.
- By doing community orientated task... each campus have a coat drive, food drive, collect toys for kids, have a local reading program with the library where young kids from centers come in for story time to have contact with early child students  
  
Offer free community fairs showcasing allied health students, cosmetology, computer technology, culinary arts, construction etc this is recruitment as well community contact.
- By getting out into the community and spread the word about the college and the program.
- By offering to assist the instructors in their programs by focusing on the businesses related to their fields...by a personal visit if need be.  
  
I have offered on several occasions to introduce the Paralegal instructor to the attorneys, judges and the Bar Association here in Coffee since I worked in that field as the only paralegal in Douglas, GA for 26 years...I have yet to hear from this instructor.  
  
Many of us here at Coffee, and I'm sure those at other campuses, go out into the community with Wiregrass attire which nine times out of ten gets the college noticed and I find myself answering questions...so, continue with the WGTC clothing!  
  
Be visible at events...whether it be a holiday parade, a football game, etc.
- By participating in the various organizations, such as Family Connections, Head Start, the local school systems, community affairs. Don't be afraid to speak out about Wiregrass, Present brochures on every program we offer when attending different community events. Make yourself more visible
- By personally spending more time out in the community.

- By wearing a WGTC shirt when out in the public to advertise WGTC. When asked questions, answer them with a positive and enthusiastic personality.
- Carry program flyers, wear program attire, be more involved with the marketing side of WGTC
- Collaboration with the public school systems, businesses in the area with speakers and a good meal or snack goes a long way. Volunteering at community functions, offering services to employees/students of the month at local schools and businesses.
- College promotions, serving in the communities
- Continue to volunteer at community functions and speak in positive terms about the school
- Direct mailing
- Engaging in community events allows the community to see our students, faculty, and administrators showing support.
- Everyone at the college can be more involved in our communities. Instructors should be the first people called if a position is open in our community. How we give to our community impacts how our community gives to us.
- For me, I have been in this area "most" of my life and am know. I have not traditional been a person to be in communities groups. I guess I am more of when something is wrong I'll be there to help, person. But i do know and talk to a lot of the community. i get input from them of what the needs are and can help with things that are not understood. Such as "why do we not just stick to being a Trade School" Today's worker "needs" far more than just the "trade" skill, just consider the Technology needs of "any" job today. We have to do more!
- Form Criminal Justice clubs at high schools. Enter Skills USA competitions. Use it as recruitment.
- Get out in the area let people see that you are an employee of a college that you love. Don't ever talk bad about our college. Talk about programs when you are in a large group start a conversation about a program and what our college can do for students. Encourage high school students to get dual enrolled. Talk to high school teachers and board members. I am in a sunday school class full of teachers and retired administrators. I have spעד the word there.
- Get over my fear of being on the radio and do some advertisement spots for our program.
- Getting the information out there
- Go door to door and visit businesses and industries. Stop being so dependent on surveys and waiting for businesses to contact us. Get personal and find out what our businesses need from us. Are we providing quality students for employment to businesses? Call, make an appointment and show up! Tour the business if possible. The instructors are responsible for teaching the students so instructors should be talking to business owners, managers, supervisors and the like. In that way they can hear first hand what employers need and it is a measure of accountability. They need to hear they are producing good quality students and if they are not producing good quality students.
- Go into the communities and inform and explain in detail.
- Go out to the companies to market our programs better and start back sitting out front of some of them and then follow up with names of those we have spoken with so that they know we are serious about helping them better themselves.
- Go to more of the community/business events and talk about what is new and what is successful
- Going out in the community and recruiting
- Great question! Again, I think by giving faculty and staff tshirts, tags, sweatshirts, cups, etc., we will wear and use these which will spark a conversation in the community. This was our cheapest form of marketing which everyone loved and felt proud to wear and talk about.
- Have release time to participate in service club activities.
- Having more communiies events here on campus. We have the high schools coming for events and we go to events in our communities. Lets show off our programs at the campus with fun family events. Once or twice a year. something the community would look forward to each year.
- Helping out more with WGTC instructors to recruit and market their programs
- Honestly, being taken away from the campus to teach in the high school I have missed events because the high school takes priority. This is the first year I have ever not been active in the community.
- I am already involved in my community more than I need to be. I am constantly talking about what we offer here, so I think I am going well over and above what should be expected of me in this area.
- I am already involved in the community. We must continue to advertise the courses that are offered at Wiregrass.
- I am already very involved in our communities. I think we need more faculty presence in our communities at targeted events/opportunities.
- I am involved in aspects of the community on my own time. It is difficult to do during the work day, when we do not have enough staff for us

to leave our offices. Sometimes it is even difficult to get lunch covered when another staffer is sick, on vacation, much less commit to activities on or off campus. I have already resigned several committees because I could not attend meetings, even when they are held via Tandberg.

- I am involved in community organizations and promote our school and programs every chance I get.
- I ask my students to get involved in assisting us in this effort. They are the best ambassadors for our school as products of our business.
- I believe I am very involved within my community serving volunteer positions with several different non profit organizations. I speak to the populations I serve often about the programs we offer based on what their interests are.
- I believe we do a good job at offering job fairs and doing the Wired Up and Get Wired and those I believe work well at bringing the community and young people in. The back to school event we do is great too because it lets people know that we even care about their children who we hope will one day go to school with us. I think the college is doing exactly what it needs to do about getting out in to the community. We spend a lot of money on advertisement and events to get out to the community and to bring the community on campus.
- I can become more involved by volunteering with local organizations and then using that opportunity to promote our programs.
- I can continue with my connection and partnerships with as many community organizations as possible. I can continue to promote through newspaper and flyers.
- I feel that community relationships are a very important part of program development and promotion. However, it is hard to find time to leave campus to promote my program and foster community relationships.
- I feel that marketing wiregrass in a positive light to everyone that asks me is one way I can get the word out about Wiregrass
- I have been involved; for example, the educational ministries meeting last night
- I have plans to visit businesses and industries in the communities along with members of my team. One on one relationship building will not only strengthen our presence, but improve the word of mouth which can be critical in rural areas.
- I promote WGTC when I am out and about in my community. I tell people where I work and discuss programs with them. I am a cheerleader for WGTC.
- I still have people ask where Wiregrass is and say oh I was wondering what happened to Valdosta Tech. I think we lost a lot when the name was changed.
- I tell people I work at Wiregrass, and I wear my badge in town while at lunch, etc. I often have people ask about programs here because of that.
- I think WGTC does a great job in being involved in the community and with their recruitment efforts.
- I think Wiregrass does an excellent job at this. Twice a year each program hosts advisory committee meetings to find out what we can do better in serving the community.
- I think Wiregrass should be more visible at sport events in the community, ie. local basketball, football, and baseball games.
- I think it is important to make sure we are represented in the chamber and industrial authority boards in our service area. Make sure we maintain our strong partnerships with our area school systems. I don't think any one person can cover all 11 counties we serve, but each of us should do what we can in our communities where we live and spend most of our time to represent Wiregrass whenever possible.
- I think we have gotten away from that somewhat. I think we can get out to the community more than we are doing now.
- I would love to be involved in recruiting students into our Accel programs at the high school level.
- I could get out in the community more and let people know about Wiregrass and the valuable education we offer. I normally wear my name tag when I get off work into stores and have people ask me about Wiregrass. When I go through the drive thru I tell the employees about Wiregrass.
- If we advertise in places of employment if possible. SGMC would be a good place to advertise all of our medical programs. Various clinics could be more specific eg. radiology, phlebotomy, PCA. Dental assisting in various Dental offices; Optical, Pharmacy etc.
- In areas where High School students look for work (movie theater, fast food, grocery stores...), have posters advertising our programs. Employers have to display signs about employee rights/laws law anyways. Maybe these can be posted alongside them, and in the worker's break rooms.
- It requires getting out and meeting with members of the community which I already do. Building those foundations is crucial to the success of the programs because these are potential employers for our students.
- Keep talking with employers and friends and making new contacts.
- Lets get the word out at apartment complexes. Lets form a relationship with the Department of Children and Family Services and the child support offices. To often students who go to the school are not aware of the different programs we have. There needs to be more employer

visits.

- Local competitions for our programs that help advertise the school. The competition could be held over the weekend, could be sponsored by a local business, and the winning team could have their product that they created published or bought by the sponsoring business.
- Monthly Industry visits, especially to new businesses that open up in our area. Open Houses to invite the community in to see our programs.
- N/A (2 Counts)
- No Opinion
- Offer more free to the community. Reach into the businesses that we want and offer more internships for college credit.
- On a one-to-one basis. I wear my name tag when I'm out in the community. Almost every time I wear it at Wal-Mart, I get comments... "I go to Wiregrass," or "When does the next semester start?" or, "I need to get back to school."
- Outreach - be noticeable to others as a WGTC employee. Name badges & tees worn will create awareness. Perhaps join a local club organization as an outreach for WGTC.  
I can ensure awareness by talking about what WGTC offers. Continue my positive attitude and comments when talking with others.
- Participate in career days, special days that businesses have for employees, job fairs, etc.
- Participating on Advisory Committees in high schools
- Produce "ready-to-work" potential employees.
- Promote Promote Promote WGTC
- Promote WGTC through clinical rotations, through word of mouth and example.  
Facilities and organizations know who we bring as students, this is how we directly advocate and promote education through WGTC.
- Serve on boards and with groups in the communities.
- Serve on committees within the community
- Spend more time out talking with people in the community and not spend as much time in the office.
- Staff should be encouraged to be affiliated with at least one civic club to have a WGTC presence in the community. WGTC should be a guest speaker at every event held in organizations (clubs, schools, etc) to get the word out!
- Student affairs can take a more active role in recruitment events or in preparing materials to be distributed at those events.
- There are many ways to be more involved in our community. Our names across the back of little league t-shirts, we as employees participating in all community events, and better advertising. Not everyone in our communities are involved in social media, so therefore we need to make sure we are still doing our best in advertising our programs in the newspapers, on the radio, and the good old fashioned way - our instructors, etc sitting outside of Wal-Mart on Saturday mornings!
- Thinking outside of the box and connecting to every organization, club, sporting event, and business in the community. Provided staff with simple material to always have available to pass out at any event.
- Through my church I can get the word out about Wiregrass and what it has to offer. Also, visiting my colleagues in the middle and high school and letting them know students' options. Counselors especially need to be up to date on what Wiregrass offers.
- Through the publicity we provide at the various venues and by word of mouth.
- Time in the clinical arena, spending valuable time in clinic with the students and building a rapport in the hospitals and clinical sites.
- Volunteer more
- Volunteer with the community more. Maybe we should set up community events to offer more information about each program offered.
- We all need to get out and spread the word.
- We can ensure the community awareness with continued advertising in the newspapers, tv, and radio ads.
- Wear Wiregrass attire out in the community especially at festival and community events. Wiregrass should have a presence in our community.
- Wiregrass needs to be seen in all communities at all events. One department doesn't have to do it, but with as many employees as we have and with the understanding that if it weren't for students none of us would be here, we all need to realize we are all recruiters and need to make the extra effort to sale our message.

- Word of mouth and social media
- attend professional/community meetings and stay involved in professional/community organizations
- get involved in charities, talk about Wiregrass everywhere, all of the time
- host a tour or parent night so parents of high schools can obtain information on programs not only for their children, but for themselves also
- meet with high school students and teachers
- taking my students on field trips is difficult because of the amount of paperwork we need to fill out. I try to invite as many guest speakers as possible - not always possible or relevant. I would love to use community/volunteering time as partial credit in my classes. Building connections in the community and send my students spend at least 15hours/semester and get credit for it.
- we can serve on different civic clubs and work with the school systems and work all the local festivals, radio spots and TV ads

2.7) The committee structure allows for shared governance. Are there any others you would like to be involved in or see started?

- I would like to be involved in the Library committee as my background is geared more towards that area.
- No
- No.
- An employee morale and welfare committee.
- Calendar committee
- Currently, I'm not involved in a committee, except to read the minutes of what others have done,.
- Faculty Senate
- Faculty needs to part of the decision making process on all committees since they are the frontline with students.
- First I would have liked to volunteered for a committee instead of being assigned to one. I have many years experiences in dealing with EPA issues and regulations as well as HAZMAT response and clean up and facility maintenance. I could have given much more input in these areas than I can in the committee I was assign to in which I have no experiences..
- I am not aware of the need for any other committees. I do think that the ones that we have are effective.
- I am not on any committee. I don't feel involved. Many times I don't feel needed and usually I am the last person to find out about something.
- I am not sold on the fact that various committees share governance. Better stated, I am not aware of governance being the end result of input by the various committees.
- I am on the social committee but think it would be great to be involved with, or start, a committee that does nothing but come up with events to appeal to the public and get our community on this campus. Goal: Get them here, make them fall in love with Wiregrass, and get them enrolled.
- I don't know anything about that.
- I feel that the committees we have in place are sufficient and I am content with the ones that I serve on.
- I haven't had the opportunity to be involved with any of the committees but i feel like they do a great job handling the ins and outs of everything we do. I believe we have covered the bases though with committees. I cant think of any off the top of my head that we would need to add. I'm sure if I had more time to think about it I could come up with a few more though.
- I like the committee structure and appreciate the ability to serve
- I serve on a committee and often feel that we are just given the information of what the school is doing and we really don't have much say in the matter.
- I think if everyone assigned to the existing committees actually participated and shared responsibility, the system would be more beneficial to the college.
- I think the committees generally cover the college, but may need to be more active. Our human capital is our strength and many great ideas are out there. As more discussion takes place the more solutions and better practices will rise to the surface.
- I would like to be involved in different committees rather than the same ones each year so that I am more well-rounded in my knowledge base and can have more to offer Wiregrass

- I would like to be involved with the calendar committee.
- I would like to see faculty represented more when 'leadership' makes their decisions. Leadership/Administration makes a great deal of decisions and in theory it may sound good but in application it doesn't work - for example the attendance policy - this was a disaster!!!
- I would love to be a part of the Emergency Operations team and/or Marketing. I think we have a good group of committees in place.
- If we don't have one start one to meet with high school guidance office employees so they will know to let students know we are a real college and our credits will transfer.
- Just making sure that the committees are active and that we are listened to...
- Maybe a faculty senate. We are asked to be more accountable when the problem is 1%. Address the 1% and leave the 99% alone to do our jobs.
- N/A
- NA
- NA
- No (13 Counts)
- No It seems like alot of the comittees are just going through the motions and comments dont seem to have any value or do not get any feedback after the meeting.
- No comment at this time.
- No comments
- No concern but are these committees effective? Is the only way we are communicating these "decisions" are through the minutes. Is that effective? I don't think so but not sure how others feel.
- No, I think we are good.
- No, not at present.
- No, not at this time.
- No. (3 Counts)
- None
- None at the present time.
- None at this time. I think the current committee structure covers the important aspects of the college and does allow for faculty/staff to be actively involved in the governance of the college.
- None right now.
- None that I can think of.
- Not as of now.
- Not at this time (2 Counts)
- Not at this time. (2 Counts)
- Not sure of now; some committees are formed based on needs and trends so they may not be suitable as a long-term committee
- The committees I serve on are just a formality. We meet, discuss, accomplish nothing, and send out a minutes report. There are one or two on each committee that seem to have all the information that anyone needs, and they specialize in letting everyone know it. My opinion is that the committee structure, as is, (at least on the couple I am on), is not effective at all.
- The committees seem to be structured well and have a good input across the board. I think this is important from 2 perspectives, it helps you understand other departments and other departments understand what you do better. But to me this is an area we need to be careful in, and not too many committees that we are no longer effective. I think it is at a decent balance now. I don't think I want on any more.
- There should be a committee for some departments in Student Affairs. The more opinions the better. Maybe someone can suggest something that may work a little better. Departments include Student Success and Career Services.
- This has shown to be effective thus far....

- Through our committees everyone should have a chance to share in the governance, if they make good use of the opportunity We could have ad hoc committees when needed when short term projects are being directed.
- Tuition committee who can come up with ideas to help the students with tuition.
- Unknown by me.
- We are not part of the committee even though our students become part of the Wiregrass credit side when they complete their GED. Also some of the Adult Education Instructor can have a lot of input by being on a committee because we are academic strategies, psychology strategies, problem solvers, implementers of programs, and more because the students who come to us have barriers that they are trying to overcome. When the students leave our classes and go to the credit side of the program, many of them have a more positive outlook about life and themselves. We thrive in strategic planning.
- We have enough committees
- We need to start back up with NTHS on our Coffee campus and I would be willing to help with it as well as SLC.
- We would like to see more instructor input related to our specific programs, ie competitive admissions was discarded without any input from the instructor. Program coordinators were told that this would not be possible for certain diploma programs but a TCC has competitive admission. How is this justified?
- Yes. We need a faculty/staff senate or a conflict resolution like other colleges have. This kind of committee resolves disputes between students and faculty/staff members as well as between faculty and/or staff members. I have seen some loud, combative disagreements in the time I have worked here. I was shocked at the time, because I am not used to seeing this in a professional environment.
- bring Toastmasters back...
- n/a (3 Counts)
- no (3 Counts)
- no.
- none (3 Counts)
- none
- not at this time (2 Counts)
- occasional short surveys

2.8) What ways are you included in the decision making process for WGTC?

- Committee participation
- Faculty meetings
- I do not feel that I am included in any decision making process of the college. In my department, I think my opinion is heard, but not as overall in the big scheme of things.
- I'm not - just in my department
- Anytime there is a change in my program, my Dean discusses it with me. She asks my opinion on things (about my program) and encourages me to come up with ideas to improve my program.
- As a part-time employee I have no say about anything
- As an instructor I think we all play a role in the decision making process because we all make recommendations.
- By making suggestions in my program
- By participating in committees, meeting with upper management, voicing my opinion
- By presenting a positive image when people enter our facilities
- Committee member and easy access to administrators
- Committee membership is the only way I know of. I really don't help with decision making in any way.
- Committees
- Committees and talking with administration about important decisions

- Committees, but that is not saying we make decisions.
- Committees, curriculum, voice concerns to the dean of the department.
- Committees. I think it would be helpful to hold annual college planning meetings with an outside facilitator so that every employee would have the opportunity to have their voice heard.
- Decisions are made at the top.
- Everyone is involved in the decision making process IF they voice their opinion to the right individuals. I'm a member of the student government organization. We hear gripes, complaints, moans, and groans from the student body regularly. It's up to leadership to address those and send them up the chain of command.
- Except for surveys, I am not sure I am.
- Faculty & Staff meetings, Committee Meetings, Departmental meetings
- Faculty/staff are not included in most of the important decisions concerning the functioning of the school . We would like to be influential in making decisions about our jobs that actually affect the important things.
- Feel I have very little input into any decisions made. The lead instructors, directors, coordinators actually were respected as the in-field expert and allowed to make decisions about their programs at one time. Now, I feel that my opinions are listened to briefly and decisions will be made depending on what the Deans and the VP want - not what is really best for the program.
- I am able to share ideas at department meetings and I work closely with my dean. I also serve on an Advisory Committee.
- I am allowed input on the budget and participate in surveys.
- I am asked for ideas regularly on decisions at the college. Opportunities are provided on a regular basis to provide input, suggestions, and ideas on various topics at the college. The colleague survey and the ability to meet with administration on different topics are also ways to be included in the decision making process.
- I am asked for input. But my position in the high schools make it impossible for me to be on campus much.
- I am asked to participate in surveys such as this and am asked for my opinion on specific situations
- I am definitely included in my department and I feel my opinions and ideas are valued and embraced.
- I am in numerous meetings and on several committees. I feel my ideas are part of the decision making process.
- I am included in interviewing candidates for certain positions.
- I am included in the picking of new IT solutions. I don't have the final say, but I do have the ability to do demo's of the new products we are looking at and the solutions that are on the table for discussion. I feel like my opinion matters even if I don't have the final say and I feel like I am heard.
- I am involved in dates and hours of some testing, promoting Adult Education program and GED Testing, financial aid and academic appeals, and special population/disabilities.
- I am involved in various committees.
- I am not included in the decision making process at WGTC.
- I am not included. You make a decision and then tell me I was a part of it. I wasn't and don't think my opinion is of any value. I have very valid points: I just don't think anyone is willing or none too busy to listen to them.
- I am not involved in most final decisions but am regularly called upon to give feedback on new processes, plans, etc.
- I am not. (2 Counts)
- I am on a committee, but we do not have the ability to implement any of our proposals.
- I am on three committees, but at times it seems the decisions are already made for the committee or the committee work does not have impact on decisions.
- I cannot speak for other departments but we work together closely in our department. We openly discuss everything in regards to changes or procedures that could benefit or enhance our department. My decision making only affects our department I don't have any say over what goes on in other parts of WGTC.
- I currently serve on 3 committees.
- I develop curriculum for my program and attend meetings/complete surveys.

- I do not feel really included. I feel as if I just receive instructions and carry them out
- I don't feel as though I am included in the decision making process. In fact, I don't feel as though my Dean is really listening to the things we say or our reasoning behind some things.
- I don't feel like I am used in decision making.
- I don't feel like I am.
- I don't really feel included in the decision making process. I have never really been asked about anything in this category.
- I generally have input on processes that are concerned with our department. I sit in on occasions in meetings and am ask from time to time. This form is an opportunity to have my thoughts listened to. But i have to admit sometimes I wonder who was consulted in this decision? But I have to understand at times it does not pertain to me, but in the end all decisions pertain of effect each of us. Kind of interesting situation...
- I have been included in the meetings concerning the campus' new bookstore and appreciate it since my team will be working this new store.
- I have input as to the staff development required according to my job description.
- I have my opinion asked alot in our program
- I have not really felt included in the decision making process. It seems that before the meetings,the decisions have already been made and the meeting is just a formality.
- I help make the decision to whether or not a student is accepted to the college.
- I serve on the Marketing, Graduation, and Social Committee
- I serve on various committees at the college. I also feel free to speak to my VP or the President about any issues, concerns, or suggestions. And even though they don't always use my suggestions, I believe they listen to them and consider them.
- I work in the bookstore and am not included in the decision making process for Wiregrass. My focus is making revenue for the school and providing books/supplies/ etc for our students.
- I'm asked to attend specific meetings; often, the speaker will engage in a round-table discussion with those in attendance. However, many of these meetings descend into a unproductive information session wherein we're spoken to as though we've personally contributed to the school's financial woes. Bad apples are the problem, and they've spoiled the bunch.
- I'm not included.
- I've been asked to be on several committees, have participated on several committees and I understand that if I would like to be on a specific committee, all I need to do is ask.
- In a limited capacity. Often decisions and changes are made which affect areas that had no involvement in the process. Increase communication at all levels and between all levels.
- In classroom or program specific area I feel I have equal input. But as far as on WGTC issues in general, I am not sure. Maybe this type of survey serves somewhat in that capacity.
- Included in building planning, etc.
- Making decisions for my classroom and program
- Member of different committees.
- Member of senior staff and committee member. Need to make sure all VPs include other departments as necessary in decision making.
- My Skills
- My input is solicited through flyers and emails
- My position allows me to see various perspectives from all parts and levels of the college. The team that I am a member is highly engaged in the decision making process. Many times this process can be the hardest aspect as we try to balance the good of the college with the needs of the students and our respective teams.
- My supervisor is very good in asking my opinion on ideas of how to make our department run more smoothly and function more efficiently
- N/A
- NA (3 Counts)

- None (3 Counts)
- None at this time
- None, I'm an adjunct.
- Not any
- Not at all except for possibly in my department.
- Not in too many ways- I feel my opinion does not matter as much as others.
- Not included unless you are referring to the committees. Not seen a lot of changes made due to our committee suggestions. Seems most decisions are made at senior staff meetings and dean meetings, but no one shares those decisions or reasons for those decisions. If they are shared, it is with a selected group and not all. More importantly when the decisions are made the people actually doing the work are not involved.
- Not many. We are just told what to do we little if any input.
- Not sure.
- Only from possible survey results.
- Other than the obvious decisions for my program, such as book choices, class schedules, etc., I do not feel included in the decision process for WGTC at all. We have a lot of great people here. These people have great ideas about the future of WGTC. However, those ideas are rejected before they even make it past the dean level. Usually, it is simply a "Oh we can't do that," or "That will never fly at the top," type of reply. It is very frustrating for the people working in the trenches.
- Program Coordinator- Instructor
- Same as previous. I feel that the committee that I serve on is just a token committee and has no real power to make decisions.
- Serve on leadership team and various committees.
- Serving on several local committees.
- Surveys and opinions.
- Surveys, Faculty Meetings, Program Meetings,
- Surveys, email response, meetings, etc. We are asked to give feedback.
- The decisions, in my opinion, have already been made. My part in the process is to provide input as to how to implement those decisions, thus giving the illusion that I had a part in the decision making process.
- The only way I'm included in the decision making process for WGTC is by taking the survey.
- The survey is a beginning, plus participation in the committees.
- This is one of the ways that we are included in the decision making process for Wiregrass, by filling out this survey.
- Though faculty and staff are aware of changes at the college, generally speaking they are made aware after the changes have been put in place. I understand that faculty and staff will not necessarily make the decisions, but I believe the large changes that occur here should be communicated in a better way.
- Through committees is all I can think of at this time. Perhaps when we meet as a program and discuss what works and doesn't work...
- Through my dean
- Too soon to tell
- We are given opportunities at meetings throughout the year to voice our opinions or concerns. Also, departmental meeting give us the opportunity to speak up.
- We are included by serving on the different committees that are put in place by the President.
- We are not included and we have good I deals. We have college degrees and our standards are high.
- We are not included whatever comes from supervisors we follow, cause often times they use....this is what the president said, which leads us to believe it.
- We are not... Time and time again decisions are made by the least informed individuals possible. Then the decision on policy changes or

procedure changes are buried in a mountain of emails and CHANGES before you know the new or old procedure..

- We can give feedback to our immediate supervisors in our departmental areas of the college, complete annual surveys such as this one, attend faculty/staff meetings for open discussion.
- am not
- committees
- currently I am on a committee which involves me in some decisions; my supervisor also includes us in some decisions that only affect the department but could possibly be implemented in other areas
- decisions concerning my program only.
- in many ways, very good setup
- n/a
- none
- not at this time
- surveys. Within my area, I have options to offer input pretty regularly. Leadership asks for input.
- through faculty and staff meetings. Our president is very open-minded and tries to make herself available to discuss any issues we feel we need to discuss.
- unsure
- we serve on different committees

2.9) What ideas do you have for increasing the student enrollment at WGTC?

- By offering more free application days at each of our campuses.
- Offer degree level classes on other campuses besides of Valdosta.
- ?
- Add new/different programs  
Focus on increasing high school offerings and then bringing them over.
- Advertising in places where our program graduates are or could be hired.  
SGMC, Dental clinics etc.
- Advertising, community outreach, internships, connections and relationships.
- Again, WE have to be excited about our school. Encourage high school seniors to participate in the joint enrollment programs. Go the extra mile with people... always. Admissions is usually their first impression. That encounter needs to be the best possible!
- Again, offer programs where they are wanted even if that means across all campuses; find out what the communities want and go from there.
- All instructors should be SCHEDULED to visit high CLASSES at least once a semester.
- Allow admissions to advise and register first semester students again. Allow instructors to register returning students. Make the admissions and financial aid processes easier and help the students with both processes. I have heard a lot of horror stories on students getting frustrated and not knowing what to do and not feeling like they can go to these office and get personal help and just say forget it. We need to sit down, explain, help and not just give a handout and say these are the instructions and good luck. Hold the program instructors accountable. Instructors should help with recruiting and should have program goals and a plan to meet those goals.
- Allow high school students to spend a day in our classes (in whatever field the want). They could be college students for a day.
- Articulations with more colleges in our area. This would make our programs more enticing due to the transfer-ability of the credits for them to further their education.
- Attack online class and programs more aggressively.
- Attend more career fairs aimed at GRADUATING high school students; community-sponsored adult career fairs.
- Bringing some certificate programs back to all of the campuses such as CNA, Nail Tech, and other shorter programs. Students should not have to wait until certain short programs rotate campuses.

- Change the requirements for competitive admissions into allied health programs. The HESI prevents many potentially good students, hence future employees from reaching their goals.
- Changing our customer service procedure and our attitude would greatly help to increase enrollment. Investing in some form of transportation would only serve to increase enrollment. Offering classes to fit the student's needs versus what staff desires would go along way to helping enrollment
- Contact businesses in our community and find out what they need. Find out what programs will benefit them, encourage them to send their employees through Wiregrass for training, and let them know reasons why and education leads to better employees. Work with instructors that have low enrollment programs and develop flyers that can be distributed throughout the community.
- Continue recruitment at the high school level, strengthen partnerships with area university system schools, look for certain segments of the community we are not reaching, look at best practices from other technical colleges, listen to our employer needs in the area, etc.  
Above all else, make sure our key enrollment offices are equipped with the right staff and resources to take care of all our potential and current students. We must take care of our customers and not drop the ball.
- Continue to go out into the high schools to make sure these potential future students know all the benefits to enrolling at Wiregrass.
- Continue to grow early college enrollment. Find more niche markets to better penetrate i.e. veterans, adult ed students, those who are already employed/underemployed. Add programs and alternative scheduling to accommodate these potential markets.
- Continue to spread the good news of Wiregrass at all community events.
- Developing new programs or expanding unused programs.
- Evening program offerings in healthcare even if just core. More Business classes other than online.  
IST at night.  
Also start those programs offered in Valdosta, and then transfer students when classes here are complete.
- Faculty recruitment is key.
- Find a way to get the HOPE Grant back. Run competent Admissions and Allied Health departments. Wait for another large economic downturn to drive people to get an education.
- Focus on High School enrollment and displaced workers (closed factories, lost jobs due to no education).
- Follow through with advertised commitments.
- For wiregrass to provide transportation to local citizens within the counties they serve.
- Get students more involved in the recruiting process. Offer incentives for recruiting. Have a student day of recruitment.
- Getting the information out
- Go back to the block schedule and up frequency of program offerings. Students fared better when you blocked their schedule and they knew what to take and when to take it. In some ways what we do works but it isn't enough. They old way kept students in sequence. Also, you killed our Allied Health program on this campus. Fix that! We managed for years to educate, graduate, and pass state boards without all of this competitive admissions into an Allied Health program. I do believe we can still do that. Stop making it difficult for students to get into the class. Give them a shot to get into it. Let them decide how hard they are willing to work. We need to stop making that decision for them by excluding them from an opportunity. You want the best students and that is what you will have because if students work hard they will succeed. Those who don't can and will complete a program change form and get into something more suitable. At least then they have come to the conclusion that they do or don't want to be in an Allied Health program on their own and we didn't make the decision for them. We make money either way and students are more apt to stay with WGTC if they are not told no to begin with. Stop telling them "no" by "weeding them out" with competitive admissions.
- Go out to the companies to market our programs better and start back sitting out front of some of them and then follow up with names of those we have spoken with so that they know we are serious about helping them better themselves. Seeing foreign languages taught
- Have closer relationship with the community like we had in the past
- Have every employee submit one of two names to attempt to recruit. Have instructors/ admissions/everyone contact people who they believe may be interested. Give an incentive to every employee who has someone come to WGTC. Making ourselves visible with WGTC clothing, hats, etc.
- Have faculty out recruiting for ourselves. We need time to do it
- Having people available at each campuses that students can meet with one on one instead of students from Fitzgerald, Ocilla and or Douglas having to travel to Valdosta to meet with an advisor. The students barely have enough money to buy gas to get to their campuses in their hometowns. If the student has to travel a long distance they become discouraged and just don't enroll.
- High school outreach

- I believe that all colleges are low in enrollment, Online classes are taking over in the college world, we could get the word out on TV, radio and promote our online classes. May be a good idea to come up with new online classes that can work into face to face. Look at other colleges and see what they offer online that we do not. 3 Florida colleges are ranked in the top 30 colleges for the best online colleges. Why not us???? We could research and find out how to increase our online learning. Look at more and different continuing ed classes. We used to have a strong Economic Development department, What happened? May be the wrong changed happened there???? This community needs to be worked and have someone strong in this area not someone who travelshere. On campus for community events
- I believe that enrollment is goes in waves and is sometimes up and sometimes down. We are currently on a down trend. I think we should continue to work to increase enrollment but also to fight to retain the students that we currently have. Our focus is so much on increase enrollment that sometimes our current students suffer.
- I believe that night programs can certainly help with student enrollment. I am often asked about night programs and opportunities, especially by those who have full time jobs and must work during the day. We should look at courses we could offer which would be "feeder courses" for programs offered only on the Valdosta Campus. While we may not be able to offer many of the courses required for programs in the southern region, we could provide training in many of the classes in the northern region so that students could take the courses closer to home and transfer to Valdosta only when it is absolutely necessary. This may require some additional resources and scheduling to provide these courses.
- I believe the college could move forward if we were able to offer AA degrees. Some students do not think about attending WGTC because their perception is of a technical college only. They are not aware that we offer a wide variety of core classes. I also believe we need to make the admission process as easy and intuitive as possible. Students get frustrated and lost in the current process to get enrolled at the college.
- I believe the faculty should be required to make industry visits.
- I believe the recent changes in AA will help improve enrollment due to being able to focus more effectively on the communities we serve. I will think PLAs will continue to grow especially with the ease of the some developments on the webpages. Historically, enrollment trends with unemployment rates which both are in decline at present. With more people working, I think we need to offer classes with greater accessibility and flexibility Finding attractive areas of need in the community is a critical component and will require strong ties to industry. I feel Internships are an excellent way to bridge this gap. As this process matures and successful careers are built, word of mouth and industry support will be strong selling points. I would also like to see further conversation with a advisement/registration type center or one-stop shop. I would like to think that the accepted but not registered list would not be as large as it has been if we can close the deal all at one time.
- I do not know how to accomplish this other than advertising, expanding existing programs, and offering new programs.
- I don't know how to increase enrollment.
- I know that it is up to all employees to try to get students here. I know that years past we have all went to different places \*(Walmart, Harvey's ) and stood at the doors and handed out info on our classes offered. Take a day and do this. As an staff member I am always ready to step up and help. Our instructors need to be out showing there enthusiasm for our college and their programs.
- I love the promotional ideas, visits and tours, and community informative promotions. Good job!
- I think a big part of increasing enrollment is increasing our retention. Many students can benefit from a more cohesive student support services endeavor on our part. Many are excited but scared about coming to college. Sometimes when a glitch happens, it doesn't take much to discourage new students and they are ready to quit. I think student support services can play a more active role in encouraging these students when they first start out. We have the great personnel to provide it already; we maybe can build on what we already have in place.
- I think that the AAS Degree ....will be more appealing and increase enrollment well take place in time with some programs.
- I think that we could put billboards up on I-75 north and south bound lanes both above and below Valdosta. but like anything else word of mouth will always help.
- I understand that we have about 1000 dual enrolled students. Why cant we have those dual enrolled students get the core so we can retain more for degree level programs
- I'm not sure what is offered online, but that would open the door to many people who are not able to be in a traditional class setting
- Ideas for increasing enrollment: Point out the benefits of attending technical college compared to attending university or not attending school. Continue to point out possible jobs for future graduates. Certain groups need different marketing tools. For example, an individual who wants extra money could be recruited by pointing out additional grants and funds they could receive. One on one conversations should be made.
- Identify specific things that have worked in the past. For instance, several of us used to set up a table at local businesses (Harvey's, Walmart, Lowe's, etc.) with whom we've established a convivial and lasting relationship.
- In order to increase enrollment we have to offer what the students want to take. We have to get the word out about what we are offering and if we aren't accomplishing that by what we are doing now we need to regroup as a team and find new ways. I have already stated this but there was a time many, many years ago that we would be outside of Wal-Mart, etc letting people know in the community what we are offering. We need to go to the students not just expect them to come to us if we want our enrollment to increase.
- Increase course and program offering on all of our campuses. Improve customer service and the advising process.

- Less micro management and more community involvement. You can't run the two regions the same. You have to cater to individual weaknesses of the communities. Also, you must use your administration to their fullest capabilities. Let them work for you instead of just carrying a title. Put responsibility in their hands to find out what's the best avenue to take.

Also, student loans being taken away really hurt student's chances of attending college. Most students are looking for a way out of financial debt not realizing that student loans are a perfect way of getting into more debt. It might help them at the moment get that new car or pay their baby sitting bills and that's what they need. You can't say "no; we know what's best for you". Their going to resent that and in turn have a bad taste in their mouth when it comes to Wiregrass.

- Lets make everyone accountable from leadership to those in lower positions. We ALL need the students to have a job. Lets focus on groups that we have not hit yet. Lets put out brochures that list all the programs or maybe the majority. Lets leave email addresses, lets use phone numbers. Also lets get PLA up and running the correct way. We should be looking at Law Enforcement agencies and other agencies where there is a potential to help individuals get a degree or diploma. Its out there we just have to put ourselves out there but be ready before we do it. Being unorganized can cause us to lose potential students.
- Make tuition affordable.
- Many students have shared with me that they have had less than satisfactory experiences during enrollment due to lack of communication about financial aid. I think that we could at least increase retention by being sure that students are fully aware of all financial obligations in a timely manner.
- Market via billboards. Inexpensive yet puts us in the public eye. Not use our current student but use the successful graduate placed at a job at their work site.  
Availability of classes but focus on a field that can be completed on the campus.  
Examine prior courses successes, no matter the location of the campus, and put it back in place. Just because one program time does not "work" for one campus should not have a bearing on the offering of a program elsewhere - ie. Coffee campus PN evening courses were very successful in the past but are no longer offered. Why? Maybe the reason is incorrect but I was told that it was due to not being offered evenings at other campuses. Not a good reason, IF that explanation is true.
- More Online Learning. More programs offered online.
- More advertising at local businesses. Target low income families who may not be aware of how WGTC can help them. Partnership with local child care providers to offer discounts to our students so they can attend classes and have day care.
- More campus-wide recruitment, which would include ALL employees.
- More flexible class schedules & transportation.
- More instructor focus on recruiting. I believe that many instructors are extremely dedicated to recruiting and that is evident by their enrollment. Many instructors don't try at all and that's evident by theirs.
- More recruitment events...maybe once a week a recruitment team should recruit at different local businesses.
- My thought is we need to stay on track on recruiting high school students, and the students that are not making it at regents schools. The trade/ technical schools have always had a "main" feed that a lot of students came from. Veterans have been a big part in the past and I think that will be increasing. The difference today is there is not the large numbers there used to be of returning Vets, it's more in smaller numbers along. But the high school students will probably be our next large training need.
- Need to advertise more. Don't wait to the last minute to put up flyers, banners and send email.
- No Opinion
- No comment
- None at this time
- Offer more TCCs again at night. Hopefully, the realignment of deans will help with scheduling and program offerings. Recruit more at the high schools, not just for dual-enrollment, but for after college as well.
- Offer more classes
- Offer more programs completely online.
- Offer more programs that meet the needs of the whole community, including the low income, programs that take less time, possibly 6 weeks, programs that lead to entry level jobs.
- Offer night programs where there is a need.  
Utilize hybrid classes for better flexibility for students.
- Offer programs on the other campuses (Ben-Hill, Coffee, Cook) that are already established to increase enrollment. Some of these campuses appear empty and are not being utilized to the fullest extent. Let's concentrate on getting enrollment up on those campuses.
- Offering more evening and weekend classes

- Offering new & unique programs. Rotating courses between the campuses.
- Our projected enrollment needs to be derived based on data focused on our community economics and occupational trends. Though this may mean projecting lower enrollment and having to balance the school on a smaller budget, it will give us more realistic goals. Enrollment is not infinite. We compete with numerous colleges in our region and need to base our enrollment projections accordingly.
- Presence in the high school, attend career fairs, someone attend open houses in high school, community involvement, basically one-to-one conversations with people.
- Put my best foot forward, encourage them, and show students that I have an investment in their success. My goal is that every student or prospective student leaves my office feeling better about himself/herself than when he/she came in. Students do not EVER need to leave our offices or campuses feeling worse about their futures.
- See above
- See section 2.3
- Several yrs. ago the school would have an event called HARVEST ED-had different booths set up pertaining to some of the programs, had crafts etc- for small children, food, drinks. It would start around 9-3. We would do this in October--was a lot of fun and we recruited a lot of students from this event.
- Shorten certain programs.
- Speaking at high schools; the radio announcements are great!
- Student Ambassadors, Presidents Cabinet, It's Time Ambassadors  

Ambassadors would have the opportunity to develop professional communication, make professional and educational contacts and enhance leadership skills while providing Wiregrass Georgia Technical College with essential recruitment and retention services on the high school level, community level, and college level at events. These are the best of the best students, that represent Wiregrass in all ways.

Offer free community fairs showcasing allied health students, cosmetology, computer technology, culinary arts, construction etc this is recruitment as well community contact.
- Student and company testimonials, provide some type of incentive for current students to bring in new students, hold program competitions with some type of incentive to increase enrollment within their programs, find ways to get to the parents of the high school students, intramural sports
- Student enrollment goes along the lines of the economy but instructors need to make themselves visible in the community. Even creating newspaper articles on different instructors once a month let the community know the background of the instructors. Let the communities know that most instructors started out as students from our college.
- Talk up Wiregrass to anyone I come in contact with around my community
- Technical colleges once served those who did not have a high school diploma or GED. This group of people are no longer served by any educational institution. There are people whose skills can be improved in terms of employment, but that do not have the academic ability to attain a high school credential. We should offer some limited TCCs to allow these people to gain skills needed in our communities without requiring that they have a diploma. These TCCs should definitely be limited and should be chosen after considering employment opportunities in the area.
- That is tough because as we make it easier for students to get in and stay in, we deflat the value of the diploma or degree. I think that if the standards were higher the degrees would be more valuable.
- The first thing I would say is to produce the highest quality program of my kind in the area. This means that I have to stop letting any and every student continue in my program, just because we need warm bodies to fill the chairs. I do understand that tuition pays my salary. However, I have people leaving my program who are incompetent, have no work ethics, and are a disgrace to the program. I know this should be taken care of by the instructor. However, if I drop a student due to attendance, they appeal, and I am usually told to let them back into class. If I have a high failure rating, I am told I need to restructure my course to help those who never turn in any assignments to begin with. When these do graduate (against my recommendations), they go out into the industry, get a job, and perform terribly. Then the industry leaders refuse to send people for training and do not want to hire any more from us. Although increased quality will initially probably decrease enrollment, in the long run, it will increase it. Again, this is just an opinion.
- The same as 2.3. I don't engage in office gathering, because I am always trying to fine a way to reach the students that I teach. By teaching multilevel, multi-personality, and multi-age students, I fine little time for anything else.
- Treat them well. Make them feel at home. Show them we care. Engage them. Actively reach out to speak to them and make them feel special. If they love it here, they will tell their friends. If they don't, they will tell their friends. Provide shorter training/education if it will count toward CCG and make students employable; marketing to include more social media blitzes, Wiregrass shirts, greater presence and conversation in the areas where potential students gather or "hang out," continued radio spots, more pres releases, free application days two to three times per semester (and coordinated with the financial aid deadlines when appropriate)

- Unfortunately, the economy has zapped a lot of potential students money and time. Many do not have money for gas or have trouble finding sitters for their children...
- Unknown by me.
- Use more student ambassadors. We have student government, but they report to student activities personnel and so sometimes the student message gets lost in the personal message of personnel. Although they are interested in the good of the college, sometimes their perception of what students actually want is not actually what is desired. To have ambassadors that are directly involved with the president and supervised by the president would allow these students to discuss what they think is really happening on the campus and what could bring in more students.  
  
Also, starting low-cost sports programs are vital! Basketball is not very expensive and would bring in more students. South Georgia is a sports mecca. Using lures like sports would definitely help increase our enrollment.
- Using certain Fridays (as schedules permit) to go to local High Schools and have Wired Up/Geekfest type events, but on a smaller scale. Specifically for the High Schools that cannot come to our campus for the actual event.
- We can continue to help the students with their finances.
- We have to target the high schools.  
As an admissions specialist in the past, we worked the files of students, daily, who were accepted but did not enroll, and applied but were not accepted. I don't see this being done now with the exception of a phone blitz.
- We need a BASIC computer class for students that have NO computer skills. We need to pay attention to the students, not all students want online classes, LISTEN to the students, don't just think of them has \$\$\$, think of them has person and the \$\$ will come. Help new students register for classes, don't just hand them a piece of paper and hope they get it right.
- We need better ways to motivate students to learn and want to achieve more. Getting them here is fine but not if they end up dropping. We've seen numerous students this semester drop or on the verge of failing. So how do we reach these students? They came here for a reason.....so we need to ask ourselves...what happened?
- We need incentives for students to refer other students to enroll.
- We need to better serve our existing students, who will then share the positive experience with others, and we need to be more community involved.
- We need to capture the students that get dropped in the begining of the semester. Inhance learning for wiregrass students so word of mouth will work better for recruitment. Make sure students are ready to be advised for classes so we dont have to run them all around the college to be admitted.
- We need to interact with all High Schools in are servicing area to promote our program as non of them currently teach our particular program. So the interest is not nurtured as it is with other programs. An maybe a TV spot showcasing our particular program would help.
- begin the process of rebuilding the BAT and Allied Health programs in the northern region. They have been neglected now for several years. Those programs have always been our bread and butter
- informing employers of continuing education opportunities for their employees, maybe... I think we are doing a great job in the high schools and in the community. Difficult to know if there are people that we are missing or if we have reached the people who actually looked for our services.
- more free applications day
- no comments
- none
- offer more advanced programs - more associate degrees, offer an associate of science (general) that allows students to get their core at Wiregrass and is transferable.
- offer students who take on campus classes a textbook loan for use only in the classroom so they do not have to purchase books;
- publicize the successes of our graduates in newspapers and with yards signs - A Wiregrass Graduate Works Here. Do an annual magazine with success stories.
- relationship building, getting more involved in outside activities, give ideas for articles in paper, cultivate more friends to be part of the college - get to parents of k-12 students and share our great careers
- we need more TV ads and success stories in news papers work with high schools We use to go to wallmart parking lot and set up recurring tables

2.10) What are your suggestions to improve current programs offered at WGTC?

- Offer programs that start up only once a year twice a year. Increase the number of students accepted in a program. Why have a cutoff

in a program and have a waiting list when we need the student numbers? People go to another college and we lose them when this happens.

- Allowing the instructors to go out into their specific fields to talk with the community partners to see what specific training that they would like to see taught.
- Ask students at high schools what they want
- Add alternative scheduling, peer review/mentoring. Address advisement process to eliminate errors.
- Again, the new structure will help since the Dean in the northern region has a vested interest in keeping those campuses open. Hopefully, he will provide the incentives and flexibility needed to grow those programs again.
- Allow more time to market low enrollment programs.
- Allow new programs to get accreditation consultant
- Allow the program's to make the decisions necessary to follow accreditation standards and provide them with the adequate faculty to properly run the program in compliance with the standards. Not be so focused on not spending local funds on salary but investing in the faculty to support their investment in the programs.
- Ask the current students what they want to see. What would help them stay. This may already be on their updated survey, but if not that is a way to start. Also survey your high school students for the same information.

Use the Economic Development and Associate Vice President's to help identify things/trends in their areas.

- Ask the students, so they feel more involved. We need to push and support our Student Success Center so that students know that help is there. We may need a tutor for more programs and encourage them to take advantage of the program before it is too late to improve their grades.
- Better qualified teachers who care about the students and not just the job. Teachers need more than a Masters Degree; they need compassion. A Masters Degree does not define the success of a teacher; students success does.
- Concentrate on the quality of student being graduated from our program instead of the quantity. The student teacher ratio seem to be more important than the quality of instruction no matter what the ratio is.  
Say I have a class of 20 students that I push through to ensure high grad rates and numbers, which equals funding and continued employment, but only 3-5 are actually of a quality I would recommend for employment -VS- A class of 10, smaller class more quality time for interaction with instructor and 8 of 10 are of the quality I can recommend for employment. which one of these scenarios actually met the college mission, of training and supplying a quality work force for the local economy, the best
- Continue to engage advisory committee members to ensure that the training is relevant to today's workforce.
- Current programs could be improved by making sure the advisors returned phone calls to their students. I encounter a lot of students that indicate they have tried to communicate with their advisors but they never get a response.
- Do community surveys to see what programs are needed.
- Do we still conduct the Economic Development survey in all of our communities? Do we share that with Academic Deans, AVPOs, VPAA, etc? Do we still complete a survey with our juniors and seniors to see what programs they are most interested in pursuing? If they complete the survey, they could be entered into a drawing of an iPad or something. These surveys will help us know what are community's needs and interests are.
- Either get Criminal Justice Program to degree level, or get it approved through POST for training of Police officers
- Ensure that programs have the accreditation considered to be the "gold standard" in the workplace.
- Ensure that we are providing training programs that there remains a need for graduates from
- Expand curriculum to attract and retain students. Offer additional courses mentioned in the state-wide scope of curriculum, but not currently offered at WGTC.
- Faculty freedom to plan, teach, and assess  
Add health (LPN) back to evening offerings.
- Faculty work close with success centers to communicate needs of students.
- Find out what other programs can implement that would complement the current programs, giving advanced training and certifications.
- From my perspective, it is to remain consistent with technology and keep classroom and instructor computers up to date. There are way too many computers at this school that are under-powered for the new software that instructors are needing to teach.
- Have instructors more involved, instead of acting like their job is a chore

- Having more Allied Health options available to those that do not make it into the Nursing class (since it is limited...) At one time we offered 2 classes of nursing, but this was cut to one...Getting our BAT classes back on campus instead of so many online...
- High schools need to come to regularly scheduled college classes. Putting full time instructors in the high school takes them away from the campus where they work leaving their other students to suffer. Bringing the high school students to Wiregrass Campuses will help everyone integrate into the college life.
- I am certain that pre-health science students need basic biology/chemistry course. This could be one (1) semester and 2 or 3 hour course.
- I believe that students should have to take a computers class, a composition class, and public speaking before beginning the program classes. This would enable the students to have the skills needed to be successful in the programs.
- I believe we have qualified instructors. Just make sure they have the tools to do their job.
- I can only comment on one program in particular--English. I've never created the same syllabus twice. I'm always concerned with improving, not only as an instructor, but as a man, husband, mentor and citizen. With self-evaluation comes self-improvement.
- I do not have any suggestions to improve current programs at this time.
- I have no other suggestions at this time
- I have no suggestions.
- I hesitate to make comments in that I realize that our budget effects whether or not we can hire instructors. Instructors are already covering dual/multiple campuses (including high school) and are not available to speak with potential students. Improve current programs? I believe we have good programs - our instructors are spread thin. Is there a way to pull them back to a single campus? We have to be available in order for people to believe they can complete a program & enter the workforce.
- I know that bringing different programs in is costly to the school but are there ways to offer certain programs one semester on Valdosta, one on Douglas, and one on Ben Hill campus? If we cannot all offer the same programs maybe flip flopping between campuses would be an option. The bottom line we need FRESH, NEW, and EXCITING programs to offer our community and in doing so we will increase our enrollment.
- I think keeping up with changing standards and purchasing state of the art equipment is the best way to do this.
- I think that by keeping everything up to date and being willing to help our students in any way possible, our programs have and will continue to improve.
- I think that we need to fully trust the needs of our industries and then the expertise of our instructors from the field. Every area is different, and we need to treat them accordingly. The courses offered must be tailored to fit the individual need.
- I think we are serving an excellent cligue of programs. I think a portion of all shpould be located on all campuses. With programs being presented only on one campus and I am sure there is a good reason why. I have seen a direct effect in enrollment in terms of transportation and students even having to go to other colleges because the program is too far away from where they live.
- I think we should assess and shift focus as needed for current programs. For example, Game Development could be a specialization in programming so that students could get broader training.
- I think we should eliminate those programs who have not had any students in them in the last three years. Some of the Allied Health Department Instructors could work on their customer service skills towards students. Alot of students are failing Comp. 1000; therefore, we should hire people who are more willing to help students not those who are only here to supplement their incomes. Emp. 1000 should not be a requirement for military veterans because they take these kinds of courses during their transition period. Because most of our students are non-traditonal, we should work more with them in their course classes. Students are struggling in English and Math classes. Our current tutors on the Valdosta campus are doing a great job but the Instructors should be willing to work with the students as well.
- If a class fills open up another. If we turn one away another college is going to gain that student.
- In some areas, newer computers are needed.
- Include prior student speakers,as well as motivational speakers.
- Incorporate better technologies. Combine classroom with practical application to make the instruction not so mundane.
- Incorporate more critical thinking and problem-solving into classes and possibly add a foundational class to start this way of thinking since many do not arrive here with those skills already. We live in an ever-changing world and people need to be able to identify and solve problems and apply critical thinking skills to new situations.
- Increased flexibility in scheduling and course offerings.
- It would not be fair for me to speak on other programs that I am not familiar with I can only speak on our program . That being said we need our roof fixed in our outside lab area so every time it rains it does not interrupt students in that area.
- Keep them updated and have faculty recruit

- Keep working with advisory groups of employers for their feedback on what our programs need. Evaluate instructors on their ability to teach effectively.
- Keeping up with technology and current software. A great investment in IT department and creating a rotation to replace computer at a faster pace. There are some labs that have computers that will not even run current software. Or labs that have software that has been updated in the market place 4 or 5 times. We are suppose to be given our students to latest technology and we are not given our students their money's worth buy not replacing hardware or upgrading software as soon as possible.
- Less discrepancies between instructors teaching the same material.
- Lets see what employers are saying about our grads from Employer Surveys from Career Services. This information is in the Annual Report sent out every year. It is also on the Intranet. Lets listen to our students about the instructors. If more than 4 students are complaining about an instructor, its our job to see whats really going on.
- Look at adding new programs.
- Look at enrollment for programs and try to determine trend. If enrollment is dropping in that program, get the instructors, deans, and VP together to see if a reason can be found. Be open to suggestions. If a method of delivery is not working, put a plan into place to do something else. Different audiences may respond to different methods. Be sure program instructors are open to change and draw from the individual strengths of instructors. Again, I feel that some programs may be too automated or on auto pilot (for lack of a better expression). I have found that many students do not flourish in an environment where they have limited instructor access. Many need the face-to-face instruction which allows them to have immediate feedback and additional instruction/hands on opportunities.
- Make instructors more accountable and responsible for their programs and their program students.
- Make more transferable to 4 year colleges. Have more programs that are certificates: I have heard students ask about: vet assistant, court reporter, massage therapist, ask the community what they want.
- Make some of them shorter, and give detail understanding
- Make sure current programs are running with the most advanced technology in that particular field, and market that to the public.
- Make sure each program adheres to the same standards/guidelines on each campus,
- More academic style classes with face to face meetings.
- More relevant technology
- More up to date equipment for some of the programs but I understand the lack of funding. I believe we have great programs though and I believe that we are constantly improving.
- N/A (3 Counts)
- NA (2 Counts)
- NONE
- New lab equipment for programs that need it.  
Offer night programs where there is a need.  
Utilize hybrid classes for better flexibility for students.
- No Opinion
- None
- Not sure at this time
- Offer more programs in the Northern Region. Most of the students enrolled cannot travel to Valdosta for classes. We lost a potential nursing student to ABAC because the student was going to have to drive to Valdosta two days a week for one class. I did not understand that because we have nursing on both campuses in the North.
- Offer more programs. Health Information coding, business management, agribusiness, and other programs on the Coffee Campus.
- Offer options for classes - do not offer all courses online not all students do well in an online learning environment. I have seen enrollment drop due to numerous courses being put online. Most of our students need to be face to face with an instructor.
- Offer programs on the other campuses (Ben-Hill, Coffee, Cook) that are already established to increase enrollment. Some of these campuses appear empty and are not being utilized to the fullest extent. Let's concentrate on getting enrollment up on those campuses.
- Offer programs that are suited to jobs locally for each campus. Build programs for the job market not add programs where a student will have to move to be successful. Traditional students will take the traditional route, go to College and move away. The bulk of students that we educate are non-traditional students who have no intention of leaving the area and want a decent paying job. We need to fill that need.

- Offer the programs that were successful in the past. Offer classes on the campuses that are needed and at times that work for our citizens.
- Offering barbering has helped on the BHI campus. We are also asked frequently about a SHORT CNA program, vet tech, horticulture, etc. Many older students want only the "hands on" portion of programs like automotive or welding, but they won't receive Pell grant for these. Many students state that they believe the tech school has "gotten away" from the mission it used to have, primarily because they don't want core classes and can't get Pell without them. That is not something we can or perhaps even should change if we could, but I do hear this frequently. I know there is no "free lunch," but I am relating what students say to me.
- Program is great.
- Programs are fine.
- Raise the standards. hold students more accountable.
- Remove or revise the computer based learning programs.
- Staff development
- Take several of the same classes in a program (offered on campus and online) and combine them...sometimes only 2 or 3 enroll in the online class, and the on campus class has 4...rather than go with 2 classes, put these students into one class whether it be on campus or online.
- To offer some of the programs on-campus instead of online. Most of the students in our area need the face to face contact.
- Unknown by me.
- Update all program teaching to directly correlate to "real life" circumstances and situations.  
Many teaching methods, content etc are outdated in my current program.
- Very hard question but it seems that what we offer is not what the students want at this time. I know that is easier said than done.
- We can improve current programs by always having the most up-to-date information and technology. It changes so rapidly! It's a continual struggle to keep up.
- We have excellent faculty-I think continued investment in training and equipment (as required or needed) probably has the greatest impact on the programs. I think third party accreditation also brings quality to the program areas and improves our students. Industry relationships or maintaining these relationships is also needed improve the programs. I think a focused marketing plan for low enrollment programs also needs to be undertaken- low enrollment classes are hard to maintain and generate little excitement - tough to recruit in that environment.
- We need more programs on all campuses.
- We need to keep the labs updated to keep up with industry standards.
- We need to offer more classes at night. A lot of our students work and are unable to come to school during the day. Some students do not have computers at home or just don't like to take online classes.
- We've got a lot of our "eggs" in training Health care workers, and that need is real, for now. We may need to consider some of the skill trade programs that can teach multiply skills and turn out works at different skill set levels. We need to be promoting and improving those programs so the students from those programs have "great basic skill sets" and current technology exposure and understanding. May be easier said than done, like trying to train work ethics.
- Wiregrass has already dropped the required G.P.A. down to 2.0. That's a start. We need to start checking out other successful college's program curriculum. I say learn from the best and take what they did and twist it into your own formula of success.
- get all programs offered on each campus. Some people want to take different things but can't afford to travel.
- increase faculty morale.
- make more programs offered at better class times
- more recruitment and programs working together
- more training videos, hands-on training and internships, through coded entry, make the videos available in the library and Student Success Center
- revamp the terminology of some programs so they sound more appealing
- stay on cutting edge of all programs by writing more grants for equipment and instructor training. Offer to always serve as a pilot college on new technology or equipment
- the instructor needs more time to update his program

- update the equipment in the classrooms.

2.11) How can WGTC make better use of your skills and abilities?

- refer to 2.1, 2.4
- not sure at this time
- A lot of times I have ideas but feel that I am stepping on other's toes if I interject. I wish we had more frequent leadership team meetings so that we could engage others skills and abilities when new projects come up. I think we get so busy in our own corner of the college we don't share nor do we solicit sharing. I think if we had a regular forum for more open conversation we might all be able to cross reference our skills and abilities with each other.
- ASK
- Accept and acknowledge my experience, title, and education background as I know what I am doing. Have confidence in me that the student will always be my number one priority and that everything I do is what I believe is the best for the student.
- Allow me to be on campus to be here when my students need help as stated earlier. I feel we are doing them a disgrace when we cannot be here for them when they need us.
- Allow me to have weekend classes to train companies (around Valdosta) to use new technologies.
- Allow program coordinators/directors to interact with local business and industry partners as well as local schools to increase interest in their respective programs.
- Allow teachers to teach in their respective areas/programs and limit the administrative duties required. Being focused on the job-at-hand is crucial to our success and student success. Faculty teaching load is a concern too. Having to take on teaching extra classes that are not in your program requires much preparation time which takes away from our program students. Courses involving clinical hours should be allowed the full hours for teaching load credit and supervising instructors owe those students their time and attention too.
- Allowing me to be in the classroom and then not micromanaging my time otherwise. Allowing me to work from home to do grading where I can be most productive, especially after driving to multiple campuses and not having any specific office. I have never seen this model for a college of regular business hours. It is problematic.
- Allowing us to do our jobs without feeling like new policies are changing things.
- As someone who has worked in both "academic" and student affairs, I would love to participate in helping an advisement center being created and in seeing more tutoring being offered.
- Ask for participation in areas that interest us. Look at the degrees we hold or at our interests and allow us to shine in our areas of expertise. Teamwork is the KEY!
- Ask me?
- Assistance with the paralegal program.
- Being allowed to serve on different committee.
- By equipping me with state-of-the-art equipment. i.e. computer, monitors, etc. I feel that this would definitely make better use of my skills and abilities. I feel this is highly lacking.
- By helping me increase my knowledge of customer service, I want to learn more Spanish to communicate with those that enter our campus and don't speak much English. I would also like to
- Communication. I don't feel as though we are aware of the strengths and abilities that are under our noses. We have an extremely competent and brilliant faculty, but without proper communication within a department, many of our skills and interests are not noticed and underutilized as a result.
- Do not know of any
- Don't mind the horse load the wagon.
- Easy. Promote me to a position where I can effect positive changes in our college.
- Give me more challenging work to do. Move me to a position where I can better benefit the student population. I want to have the ability to work in DegreeWorks so I can assist students when they come to me with questions.
- I am an adjunct and am only allow to work 19 hours a week. I know that as a fulltime employee I can provide excellent, excellent support for the college as a whole, However, I have a personal problem in that one of my weakest skill sets is the interview. My work performance and ethics are excellence. When it comes to reaching the mark I know that my job performance goes over and beyond the call od duty. However, the hiring stragety appears to be based solely on the interview. There appears to be no consideration given for job

performance. As a result I don't know if wiregrass will ever benefit from my skills or skill sets.

- I am currently pulled in too many directions and would like to just focus on my main position.
- I attempted to amend the Wiregrass mission statement, which had some overly-complex language and a small number of grammar errors. My recommendations were roundly rejected. I am a former Marine of 8 years. I've led men in combat for a third of my life. If I have a suggestion or concern about our active shooter policy it is because I have a great deal of experience. On orders from my company commander at the time, I personally created the US Embassy security plan in Kabul, Afghanistan when my unit was ordered to secure the airfield at Kandahar and evacuate the ambassador and his family.
- I believe I am skilled at customer service and dispute resolution, and I have a passion for assisting with retention. I would like to broaden the scope of what I do every day, but I feel there is little opportunity for me to do so because of the limitations on my time and physical location.
- I can teach additional core courses, but need to be credentialed. Maybe add a course for this or pair up with VSU to complete this need.
- I feel I am in the best position I can be here! I love my job!
- I feel I'm pretty much where I need to be at this time to help my students the most.
- I feel I'm using them already.
- I feel my skills are being currently used properly.
- I give 100% and love every minute of my job
- I have just entered teaching right out of direct practice, I could assist in educating and updating programs to ensure we are meeting current standards and updated changes.
- I have more skills than the school knows. I come from a leadership and marketing background. That has served me well in working with the community and with students. Not sure how the school can better use my skills.
- I have seen what happens when WGTC makes better use of my skills. There are no incentives for employees to do any more than have to get by. No matter how hard you work or how good you are you are always stuck even more so if your a powerful instructor there is no desire to pull you out of the classroom. So the only way you can advance is to leave.
- I have skills, knowledge, and experience that are not used. I don't know how they can best be applied.
- I hope that I have been diverse enough over the years in several areas that we are using my abilities, but I think that I can help ED and the non-credit areas. Credit and non-credit instruction are to some degree very tightly knit and share many spaces and I work well with them now. I think both areas can benefit from more interaction. From an instructional side, I think instruction will continue to evolve over the coming years and DE will become a major factor in the delivery of education, and growth. This is an area that I may be able to use my background.
- I love what I do
- I think I am in the right college department to maximize my career experience and skills. There are some days I do feel I need more help. I am very thankful to have this opportunity.
- I think my skills and abilities are being used to their potential.
- I think my skills are well used here. I think I work with a team full of people with awesome skills and abilities and we all compliment each other. I know we can't afford to hire more people but I do feel that if we had more people on the IT team that I could utilize more of my specialty skills, but at this point I am able to use them when they are needed.
- I think now is the time, with recent org changes, that everyone can use their skills and abilities more. Now that changes and new administration is in place, everyone needs to realize that this is us and this is what Wiregrass is for the future.
- I think you already do. I do what I am good at.
- I truly believe I am giving all I got to give to the students the best education.
- I would love to be a part of reaching out to our community to find out what new programs we need to offer. I love assisting our students and would love more leadway in offering what is truly best for the student and not feeling like my hands are tied because I am not in a position to make decisions. I would love to help plan events to get our community on our campus to see what an amazing school we are and what we offer. Examples would include summer concerts in the quad, 5K's that would benefit our Foundation, and more.
- I would love to expand my abilities more in a director's position.
- I'm happy doing what I'm doing.
- I'm not sure, but I would appreciate being involved in more activities.
- Include individuals with experience and knowledge when changes are being considered for their areas. The opportunity to share and to

have some buy-in have a positive impact on employee morale and overall working environment.

- Internal staff development; skill fair within our department - I'd love to learn from other instructors.
- Involve me more in the decisions that directly affect my job. Senior staff has no idea what I do in my job.
- Just have someone listen and not get cut off because they don't like what you say.
- Less "teacher training" and more time for professional development. Also, the heavy instructor course load does not lend itself to improvement. It is hard to improve a subject area without adequate time.
- Less time in the office and more in the community.
- Let me know what skill set and abilities you are looking for and what it's for.
- Meeting with each employee on an individual basis. Making sure that administration knows the skills and abilities of each employee and uses those abilities. Making sure that the president on down knows employees and their jobs at WGTC. Surveys like this are a great way to make employees feel a part of the process if taken constructively.
- My Instructional Technology skills as well as Marketing Skills
- My skills and abilities are challenged every day I just need my bachelor degree
- N/A (2 Counts)
- NA (2 Counts)
- Networking, planning & decision making
- No Opinion
- No changes there. Very happy being able to utilize my skills.
- None at this time.
- Not sure at this time
- OK
- Offer more online courses.
- Provide cross training opportunities to the entire faculty and staff. There are a lot of employees are under utilized. It appears that others are overworked. This would be a great way to balance the load, and an give employees the opportunity to expand upon their skills and value to the college.
- Raise the faculty load to 30 hours so I can teach more classes.
- Reward those that go over and above the call of duty. Show appreciation for your faculty. Pay for higher education. Give some level of incentive. These are simple practices used by most businesses today but why can't our Administration implement these practices? There are many way to reward - leave early, days off, bonus, etc.
- Staff survey to find out competencies, prior work experience, etc.
- Take time to get to know each employee; everyone has gifts that you may not see in their everyday work.
- That would be up to my supervisor and if that person doesnt want to use them then I will continue to do what job I am given.
- The only comment I have at this time is, to let students know that we have Political Leaders that are part of Wiregrass.
- There should be a faculty senate for our school and for TCSG. Not yes just "yes" people, but people that want to improve our schools. Let me buy what I need for my program - within my budget - without getting everybody's approval.
- They are doing a good job of utilizing skills.
- This is not an issue, it's just the lack of time to do something that demonstrates said skills and abilities.
- Unknown by me.
- Unsure
- Use me to teach additional subjects.

- Use me to teach in the classroom without computers.
- WGTC must first recognize my skills and abilities. I am a leader. I am constantly looking for ways to improve my instruction. I have the ability to point out flaws or problems with current situations. As a leader, I do not mind doing so. This is looked on by WGTC as a problem and not a help. However, I know of a few things that have happened that would have been avoided had my supervisors and leadership simply listened to my advice. However, though I have applied for leadership positions, my skills, experience, and abilities have been ignored because of my outspokenness. I could be a great asset to this college if given the opportunity.
- WGTC would need to know what my skills and abilities are. That I am aware of, no one has ever bothered to capture that information. We are taught to work within our area not within our skill set.
- Wiregrass can make better use of my skills by not thinking that my skills and knowledge has no place in the enhancement of the college. I have done other things and I have written programs for other organizations. I was the force behind launching a summer and afternoon tutorial program for youth in Hahira.
- With additional help in my area. As good as I am at my job, there are still things that I need clerical help for.
- ask about past successes, we were the fastest growing in the nation and top state college for a reason
- my skills are being used well
- not sure
- offer mentoring to other instructors who are not as experienced in using technology for classes, advising, etc.
- when the school needs items made from metal i should be contacted to build the item providing its not to time consuming for students. ex. the wiregrass signs were contracted out. I quarentee it cost the school 10 times the amount of what i could have built them.

2.12) Why should a potential student choose Wiregrass?

- Some students would rather come to a smaller school and be able to get the same degree they would get at a university. Employees are more accessible to a student than a large university. More intimate.
- Students should choose Wiregrass because our tuition is the cheapest among other colleges in the area. Wiregrass offers a variety of programs that allows students hands on experience.
- We place students in jobs
- A potential student should choose Wiregrass because it is a good College.
- A potential student should choose Wiregrass because of the hands-on training and the connect with some business & industry.
- A potential student should choose Wiregrass because our training is specifically focused on work force development. They can graduate and use their new skills to improve their employment options and income. This results in a better quality of life for them and a better workforce in the communities in which they live.
- A prospective student should choose wiregrass for several reasons 1 its affordable with the cost of a traditional college ever increasing Wiregrass is more attractive. 2 Wiregrass is employable the skills that a Wiregrass student has is attractive to the business world in that we offer a trained workforce. 3 student debt. a traditional 4 year degree can leave a student with a piece of paper and a debt for 100,000 and still no job skills. Wiregrass can offest alot of that debt and have the student employed in a career
- A student should choose Wiregrass because they receive quality on the job training in a short amount of time that hopefully leads them to a good career path.
- Actually Wiregrass has much to offer the student and the community. Now we just have to prove it. We must learn how to sell Wiregrass better. Go the people. All of the people don't listen to the two radio stations that Wiregrass is so fond of. We are missing entire section of people, mainly because of our mind-set
- Affordability for great training opportunities.
- Affordability, accessibility (multiple campuses), wide choice of programs, proven job placement record.
- As a former student myself I would say choose Wiregrass, because your training makes room for you!
- Because It is the best.
- Because of a need in programs we offer. Also as a savings by taking and transfering our degree level classes.
- Because the faculty genuinely care about the students and their programs.
- Because there are faculty here that truly care about their education and don't consider them a number.

- Because they will learn the necessary skills to obtain a good job.
- Because we are a good college, we have a lot to offer, a person just getting out of high school and don't know what direction they want to go needs to come see us and get a trade, then decide if they want to pursue a larger college.
- Because we are connected to careers in our community, and they can come here and get the skills needed to get jobs. Or they can take their core from us and transfer.
- Because we are invested in their success.
- Because we are the best at what we do, they can have a solid career by learning one of the many skills we teach
- Because we can give them the skills and knowledge to get a great job.
- Because we care about our students, we are willing to help them, we have small class, we offer tutoring for free, we offer career choices, we help our students get employed, we have a small town caring people who love our students.
- Because we have a great team of people who love the program they teach and love students. We have a small classroom size for more face to face and one on one with teachers. We offer great programs and help to make students the most they can be to go out in to the world and be great at what they do.
- Because we have caring and wonderful instructors and staff. We go the extra mile to help the student succeed. We are the best bargain in town. They can receive a quality education in their own backyard and transfer to any university of their choosing.
- Because we have some of the best instructors who care about their students and that are up to date on the latest technology (for the most part)
- Because we have the staff here at Wiregrass to help and guide the student to success.
- Because we offer some of today's most in demand programs. We provide classroom lecture with hands on, practical application that you won't get else where. We are connected with potential employers in these fields which means better job potential for the student.
- Best technical college in the state with the best instructors.
- Classes are geared for one on one instruction to make understanding the material easier and more personal for the student.
- Close to home, affordable
- Convenience, cost, and hands-on training
- Definitely the hands on training...I've spoken with instructors who teach at universities and they say that their students have the knowledge but not the hands on training!!
- Financial aid, great job opportunities upon completion, and future success. Great for the economy too.
- Financially viable, location (considering home base), range of degrees
- For optimal education to enter chosen workforce prepared, competent, and successful
- For the academic studies and the caring staff
- For the person who is looking for a quick start into a new career, whether they are just starting out or starting over, Wiregrass offers a vast variety of programs, activities and events. The support given from beginning to transition is excellent. From the time a person walks into the doors the support is overwhelmingly great. Opportunities fr
- Generally, they do so for acquisition of a job in the short term. That is something we could key on.
- Good programs available
- Great programs and faculty! cost. ROI, marketable and skilled for the job market, a caring staff, HOPE grant, SACS accredited, articulations and transferable credits.
- Greatest technical college in the state of Georgia!
- Hands on training.
- Hands-on training. It's a more "real world" scenario.
- Hopefully its close to them and a better value to "at least" get core classes. We work on the core classes, do a good job there, and we may hopefully retain some of these students in "our" programs.

- I firmly believe that we have the best instructors in the region.
- IF they want to get a decent paying job they should seek education at Wiregrass because of our level of commitment to graduating students and putting them in our immediate job markets in the area. If a student wants to be an astronaut then some other school may be better for them. If they want to build the spacecraft the astronauts deploy in then maybe we can help them.
- Ideally, it should be because we offer programs that other area schools don't, and the ability to get through those programs quickly. I don't think we currently allow students the opportunity to get through as quickly as they could, at least in certain programs.
- If i could do it all over again, i would come here for the hands on practical training.
- If they are pursuing a technical field, we offer programs at a lower credit cost and a quicker journey to graduation.
- If they seen more of us out in community helping others then they would want to join our team.
- In my observations, I feel we do a good job of customer service, and students appreciate that...and tell their friends. WGTC employees seem to go a step further than other schools to make a student feel welcome. I've heard that from students who have been to other schools!
- It is cost effective for a varied education and readily available.
- It's mainly geography. We're not going to get many outside our service area. Each student has a different reason. Many want a fast diploma in a chosen field, but increasingly, we are seeing degree students who want a head start on a four year university.
- Job Skills Job placement
  - Less cost  
Immediate job opportunities following graduation
  - Location, cost, family-oriented
  - Location, cost, great administration, faculty and staff and small class size
  - Location, reputation, cost, effectiveness of program and success in placement, and the pass rates on certification/boards, etc.
  - Low tuition rates
  - Low tuition, great programs, tracks that lead to further education.
  - Most of the instructors will bend over backwards to help students that will put in the work.
  - Numerous training opportunities, multiple learning environments to choose from, ability to transfer credits amongst institutions, friendly faculty & staff, placement rate (WGTC job placement departments have genuine interest in helping our students locate jobs vs. other 2-4 year colleges and universities)
  - Our programs offer less time to employment.  
Degree programs and degree level core can be transferred to a 4-year institution and cost less to complete at Wiregrass.
  - Our technical college offers a very good variety of college level programs up to the associate degree level that provide students training and skills for available jobs in South Georgia area and transferability to a four year college or university. These programs are taught by very knowledgeable and talented instructors. AND most importantly we offer these educational opportunities at an extremely affordable price, in most cases through little financial commitment out of pocket from the student.
  - Our tuition costs' are low. We have a vast range of academic programs from industrial, business, and nursing areas that are on the certificate, diploma, and degree levels. We care about our students and we want to train them to be efficient in the workforce.
  - Personal attention. We have smaller class sizes, which makes us more accessible when problems arise.
  - Personalized and individual instruction
  - Potential students shoulc choose Wiregrass because: reasonable cost, excellent programs and instructors, convenient campuses, and limited possibilities once they complete their program..
  - Potential students should choose to go to Wiregrass to get the education that they need to help them launch a career, not just a job.
  - Price- value
  - Provides excellent oportunity for life growth.
  - Quality education at a great price with instructors and Staff that really care about the students.
  - Quick and very economical way to find a well paying job and a great way to lay a strong educational foundation to build on.

- Several locations, potential to change their life by earning diploma, degree which would enable them to increase their income and better provide for themselves and their families.
- Short term training programs to enter the workforce as soon as possible. Affordable. Personal attention. Training within a reasonable driving range.
- Small class size, instructors who care if students succeed or fail.
- So much information is out there.
- Students receive an excellent education at an affordable price.
- Students should choose Wiregrass because it provides quality training by highly-qualified and dedicated instructors. Our reputation is built on the success of our graduates and the customer service we provide to students and to members of the community. We should have courses that allow instructors to provide a variety of instructional techniques and to share their knowledge with students. My fear is that we may be removing the opportunity for instructors to teach students with their individuals strengths and methods.
- Technical Education is the most rewarding type of education both in satisfaction and investment versus return.
- The faculty ability to teach their areas and the cost.
- The flexible combination of online, hybrid and classroom classes enhances learning for non traditional students.
- The job markets are offering in today's society more skill required employment.
- The number of programs available. Students can use HOPE grant to achieve a TCC or diploma where they may not qualify for HOPE scholarship.
- There are a lot of our programs that students can have a successful career in and make lots of money.
- There are a lot of things going on at WGTC. Right now, there is confusion in the ranks as to what direction are we headed. We are hearing this, that, and the other from the top down. Our leaders are not on the same page, and it causes the confusion. However, a potential student should choose Wiregrass, because when all is said and done, the instructors ultimately care. Despite confusion, insecurity, and other issues, the instructors are going to give of themselves over and over to help the student reach his/her greatest potential. The larger institutions cannot offer that.
- They can attend our college and complete a program, with a degree in about 2 yrs. and get a job!!!
- They should choose Wiregrass because of our good reputation as a place to get a high quality education and great job placement.
- They should choose us because we help them make a difference in their own lives by giving them the skills to make better choices.
- To get the information and certification needed for a specific job.
- To improve skills
- To learn a trade they are interested in.
- Variety of programs offered.
- WGTC has excellent facilities, current and relevant curriculum, regional and in some cases program specific accreditations, and a proven track record of producing quality graduates. The cost to attend WGTC is low because of the HOPE scholarship/grant, the faculty have in-field experience, and there are multiple support services to help students reach their goals.
- We are offering opportunities to change lives. We have good programs relevant to business and industry needs, students can continue their education and advance as far as they want to go after completing training with us. We have excellent, caring instructors. We are local and affordable. We have programs to help them succeed. We offer a good variety of educational class schedules, and short term training through Economic Development.
- We can offer strong instruction with advanced facilities and we have convenient locations and we are affordable.
- We can provide them with the skills they need to be successful in their careers.
- We have affordable tuition and great programs. A student can receive excellent training in a short period of time.
- We have great faculty. We have some of the better equipped labs in the state. And at our campus, a student is not a faceless person in the crowd. She/he is very likely to get hands-on attention from faculty and staff.
- We have smaller classes, expert in fields, and are customer-service oriented.
- We have smaller classes, instructors who teach the material, we care, try to work with students when they have hardships...

- We have the opportunity to train them for a successful career in 2 years or under. Lower costs and less debt.
- We need to always strive to be the best! What student wouldn't want to attend the best Technical College?
- We offer a great return on investment. Wiregrass is inexpensive, students are only here a maximum of 2 years, and are job placement ready when they graduate.
- We offer good quality education for such a great deal. Small classroom size and more one on one contact with instructors.
- We offer smaller class sizes with more one on one student/instructor interaction.
- We put people to work quickly and with low tuition rates.
- We should be the college that actually cares, you are not just a number. For us to do that, we need to start caring! Listen to the students! I actually had an adviser that listen to me, it works!
- We treat our students individually. They like knowing that someone will listen to their specific
- We're local. We're affordable. We care.
- Wiregrass can provide the skills and knowledge for students to gain employment.
- Wiregrass does not cost as much as other area colleges. A person can get a diploma or degree in a shorter period of time and move into the workforce quicker. People who needs a GED have the opportunity to get their GED and a diploma at the same time.
- Wiregrass has several campuses to choose from and offers numerous areas for specialization with a career, not just a job.
- Wiregrass has something for everyone. There are lots of programs to choose from. The staff and faculty are all willing to work with students and help them prepare to be the best at what area they choose to study.
- Wiregrass is a great school and we have some amazing instructors and staff. For the Fitzgerald and Ocilla area we are conveniently located within 5 minutes from each town. The next closest college is located over 25 miles away. We are in the high schools already making a difference in potential students' lives. Now, we just have to offer what programs they want to take once they graduate high school and prove to their parents that Wiregrass is the best place to go.
- Wiregrass offers a warm and approachable environment. For some students, larger schools are overwhelming
- Wiregrass offers fully accredited short term training with small class sizes, degrees that transfer into a four year degree program at VSU, and is much more affordable than area colleges/universities.
- Wiregrass offers quality education at a reasonable price, and we have some outstanding faculty and staff members.
- Wiregrass offers quality education with more personalized instruction and at less cost than other local colleges do.
- jobs, convenience of class hours, financial aid options
- lower tuition cost, transferrable credits, college level courses for our dual enroll classes for high school students
- tuition is less expensive; some programs are articulated with other colleges; smaller class sizes means instructors have more time for students; instructors are dedicated and have real world experiences to offer to their students
- we offer programs that teach a skill
- well skilled instructors and state of the art labs

2.13) What are your recommendations for strengthening the connection between WGTC and business and industry?

- Change the people in that department
- Through communication and by getting together with them to see what their needs are
- 1. Increase student contact with appropriate industry prior to graduation through tours of businesses, guest speakers at the college, and job fairs.  
2. Require students to research employment related to their chosen field of study as part of a core class like English or psychology.
- : "Understand" what business and industry is doing! We can say we provide training, but if we only know the "educational" side we will not engage them. They have to know you and build a relationship that they know you know what they are doing and what they need.
- Active job placement office, advisory involvement, and industry visits.
- Allow, not mandate, instructors the opportunity to get out into the community to "advertise" WGTC as done in the past. Be more lenient in allowing flex time for this type of activity on a volunteer basis.

- Allowing time for Coordinators/ Directors and/or instructors of specific field of study to be available to interact with their industry partners.
- Appropriate persons could visit plant managers, area superintendents and human resources managers to discuss trade skills most needed and to discuss specialized training for their people.
- Ask every faculty and staff their personal connections with certain businesses and allow that person to help in strengthening the connection.
- Build a newsletter via email that goes out to them and informs them of our success, ideas, and future plans. Angela sends us information for updates. Maybe the community contacts (Advisory Meeting members could be included).
- Build a relationship with industry, collaborate and find mutual goals that will benefit everyone involved.
- Combine Economic Development and Community/College Relations. Seems that Associate Vice President's, Vice President for Economic Development, and Directors for Economic Development are doing the same jobs at cross purposes. Maybe bringing them under the same area would give more continuity to the community connection.
- Community Internships and increased OJT.
- Community leaders must come together for the common good, must have values and ideals similar to what Wiregrass believes in, it is important to reach beyond our doors and include others for future planning such as the advisory meeting the LPN program recently had
- Continue to take advantage of any and all networking opportunities and continue to build strong partnerships...and certainly through maintaining those partnerships, sometimes when that just means a simple, out-of-the-way THANK YOU visit, letter, or email letting them know that you appreciate them
- Do more than just an advisory committee meeting. Perhaps twice a year have a function that allows members of these fields and industries to come and meet that faculty and staff and Wiregrass. Offer them a sort of a social hour where they can meet everyone, make connections and perhaps give them a small goodie bag as a thank you. Make them feel valued because they are. This is also a great way to recruit potential advisory committee members.
- Do not know of anything that we do not already do
- Due to the numerous changes that WGTC has endured within the last 4 years, our image in the community has suffered. We need to make a movement towards regaining the trust and buy in from our community.
- Faculty involvement  
Faculty need the time to be more involved through unofficial meetings.
- Faculty should be in industry constantly promoting the college.
- Finding out exactly what the businesses and industries need from Wiregrass. Work with them closely to see how Wiregrass can be a benefit for them as well as them being a benefit to Wiregrass.
- Focus on internships and tours of area businesses. This would be good to do early so that students can see not just our program areas but how the programs relate to actual jobs in this area.
- Get more involved in the community
- Get out there and visit. Take them something to meet them. Give them a calendar or pens or cups, or something from WGTC with our name.
- Get personal and get involved. If it is important to the industry and community then it should be important to us. We supply qualified candidates for employment; therefore, we should know what skill set is required. Get personal.
- Getting involved in outside events.
- Getting the economic development department out visiting the community and not spending so much time out "shopping at TJ Maxx or eating lunch at Olive Garden". If we want something to grow we are going to have to work at it.
- Giving us time to make visits to those industries. We our current schedule and workload, we cannot leave our desks.
- Go out in the community and ask them what they need. What they want their employees to know.
- Have Business & Industry coordinator on each campus and that person give updates and maybe bring in B&I guest speakers. Have organized B&I visits for instructors and appropriate personnel.
- Have faculty join Economic Development industry visits or other opportunities to have face time with industry representatives. There are several organizations they could become involved in, employer committees, manufacturing groups, etc.
- Have instructors make industry visits. This used to be a requirement, and unfortunately, now that it's not, they don't do it anymore. They have to make visits to stay connected to market trends, etc. They also need a good relationship so if we produce a graduate that they hire that doesn't meet their standards, then the employer is comfortable letting us know that rather than refusing to hire any others or spreading negative comments about our grads in the community.

- Have more meeting and contact with company outside of Wiregrass.
- Have the instructors make weekly visits to the businesses and industries that are in their field to insure we are teaching what is needed in that field, have them take someone from B&I along with them to explain the training opportunities we have available.
- Have them be part of the input toward the instructional side of the house.
- Hire some of their staff to operate part time courses for our students. Example: WGTC could hire a Industrial Systems to teach a class on PLC, become a guest speaker for a specific course.  
Do we still have plant tours?
- I believe B & I does a great job of this. Keep doing what they are doing... Perhaps we could hold something like a business/industry "open forum" or a "town meeting" to see what local employers need from Wiregrass. Make sure they all know we want their input. People want to know their opinions matter, and the BHI area has suffered a great deal economically in recent years.
- I believe putting Roy in his new position is really going to help in this area. He can spread the word and get our instructors more involved by being involved himself...
- I feel a better use of interns out in the workforce would be a wonderful idea in strengthening our connection.
- I feel our relationships are strong.
- I know for sure that there is one person at Wiregrass who has done a good job by working with business and industry. He is only one person and he cannot do it all. We need more go getters like him.
- I refer this back to question 2.9. The greatest strengthening tie between us and business and industry is going to be the quality of the workforce that we produce. Because of budgets, we have to concern ourselves with quantity, but ultimately that business does not care if we graduate 5 or 50. All they want to know is this: Is this person I am hiring from WGTC the absolute most highly trained individual I can find? Bottom line - quality of instruction.
- I think Economic Development should go back to having a director over everything from one campus--instead of one person being over facilities for the entire service-area, one of continuing ed, and one of contract training. In my opinion, one director can oversee 3-4 communities and develop the relationships/partnerships needed.
- I think Instructors should be a stronger base with companies in the field and invite those companies to be members of their advisory board. Program's advisory boards should not be made up of individuals who would be willing to hire our students or mentor our students.
- I think faculty should visit their businesses and industries to let them know that we are interested in helping them succeed by providing them with the brightest candidates in their field. They can show us job related duties a student will be required to perform and we can start the process of including them into our standards.
- I think that is good already - at least for my program.
- I would recommend a strong push for faculty and staff to make visits to our communities employers. Time is always an issue -especially for those that are extended day instructors. Internships and building stronger Advisory Committees are also major ways to improve those relationships. Although some things cannot be pushed to the back burner- I think time needs to be allocated for faculty and staff to make these visits. We have had many events/projects that have competed for time over the last few years (merger, semester conversion, and SACS).
- In criminal Justice we need to focus more on the people who will be hiring our grads. Entry level places like Prisons and jails.
- Instructors and deans for the different programs should be visiting businesses and talking their programs up so that it will help enrollment. We have got to get into the businesses so they will understand the programs and services that we offer.
- Instructors making visits and strengthening the relationships with business and industry.
- Internship partners
- Invite business and industry to campus for open houses, tours, etc. to see our learning environment and how it relates to their products or services.
- Keep encouraging business and industry to participate in program advisory groups for our credit programs, continue to provide quality graduates they can hire, and continue to provide resources and support for Economic Development to offer contract training opportunities where needed.
- Make more contact with them.
- Maybe advisory meetings 3-4 times a year, and beefing up Economic Development would help.
- Meet with more of the business and industry because they are part of the community and not because the size of their business or industry.
- More advertising at local businesses.

- More communication with advisory committees...maybe have a luncheon in between semesters where we casually discuss and share the current issues within our fields and different ways that we can be of assistance to each other.
- More internships with with our students
- More internships.
- More involvement in the communities we serve. Joint service projects for our students and communities. The partnership in Douglas for Project Gift is a great example.
- More partnering and stronger relationship building other than the 2 advisory committee meeting a year.
- Move the classroom off campus and into the workplace in some businesses. i.e. Convergys for customer service, SGMC for hands on nurse aid, etc.
- My recommendations for strengthening the connection between Wiregrass and the business industry is, to continue to hold career workshops, and recommend the graduates to fill the jobs in the community after they graduate.
- No Opinion
- No comment
- Not sue, but possibly offer more classes tailored to the industry needs once we have inquired to find out their needs.
- Offer business and industry any classes to strenghten employees abilities in the workplace.
- Offer classes on campus for B&I, perhaps a "taste-test" then contract out if they need more training; advertise and have face-to-face communication
- Offer refresher courses for their employees whether it be program courses of study as a refresher or math/English courses to improve their basic skills for the job they are performing.
- Offer small tuition discounts to employees of the businesses we do business with. Promote through free advertisement opportunities within their walls.
- Offering more specialized skills to be able to do the jobs that the industry require. Offer more cerfication classes and ability to get certifications in class.
- On site visits and continuous contact...have these businesses and industries come to the various campuses and witness themselves what WGTC is doing...cater to them!!
- Once again, it takes getting out in the community, which is hard to do if you are stuck during the business day teaching classes on the college AND in the high school.
- Perhaps express gratitude for support of the College by recognizing employers who hire graduates or work to promote Wiregrass. Provide forums to keep abreast of what our employers need.
- Personal visits. Advisory committee. Hosting events on campus and asking for feedback on how we can better meet their needs.
- Presence in the community not just at big events or at wiregrass. Go to the businesses and give out literature and set up tables on a regular basis.
- Promoting Internships.
- Proving WGTC is new and improved tech school and comparable to other post secondary schools in the state.
- Reach out to business owners and industry and let them know what we can provide them.
- Return to more internships\externships, Promote local businesses and industries on our campuses with posters and TV monitors to instill a pride in the importance of industry and revive the idea that their is honor and respect in all areas of work. Educate the students about how local economy works.
- See what the community needs, all of the community, lower income, miiddle income, etc.
- Services to those who need it... Example: technology changes so fast and some businesses don't have the skills needed to keep up. Let our advanced students use their skills to help out the community businesses and industries.The students get experience, and the business owners get the help they need,
- Some programs already have a direct connection.
- Spend more time out in the community.
- Stay connected and reach out more by setting up workshops of some sort.

- Stop backfilling positions so that faculty are not overloaded and unable to spend valuable time in the industry.
- The best way is face to face on a regular basis, but that's hard to do with the amount of time available currently.
- The continuous process that enables the career counseling office to offer guaranteed employment for graduates of the programs at WGTC.
- There are a lot of businesses that Wiregrass never focuses on, why?  
We should try to work with as many as possible, even the smallest ones have something to offer.
- There are at least 6 or 7 full-time employees in the Economic Development department. Surely, they can meet with industry reps and make some deals, right? On top of that, instructors can maintain healthy relationships with the members of their advisory groups.
- They need to Know all the content about the business side/ industry side
- We can put more advertisements in the Businesses and talk with them more.
- We could have more events on campus for the business industries in this area .On a campus level and Departmental level plan events that tailor towards each group. I know our people like to eat maybe have a cookout one evening or Friday. Make it more a social gathering than a formal meeting a lot of business get accomplished with our group like this. Get people relaxed and they will listen to you . Just a thought
- We have got to stay involved in our community and offer jobs that will benefit our local business and industry. Using my stepson again as an example, he is now employed with Ben Hill EMS, Tifton EMS, and Hope EMS. Bringing programs such as EMT to our Ben Hill campus will benefit our community.
- We need to be able to produce good and knowledgeable employees with great Work Ethics. We need to form relationships with employers. This comes from Careers Services coordinators to faculty and even deans can speak on behalf of the programs here.
- We need to figure out a way to help them and not "steal" their workers for school
- We should offer more weekend competitions where students spend the weekend working in groups on big projects for a local company/ sponsor. The winner gets money/hired/project published.
- be cost conscience of how much WGTC charges for the training
- by strengthening the relationships that we have with current business leaders and industry and by fostering new relationships with cutting edge new technologies that may not have a technical program yet at Wiregrass but needs one
- for senior staff to be more visible and involved in the community
- make sure we have the top industry leaders on our advisory committees, ask for their help - give them ownership of the college
- more back to industry visits
- more shadowing and interning
- n/a
- no comments
- retaining the relationship with employers and gaining new relationships.
- unknown
- work with more companies to help out with different charities in community.

2.14) List your ideas on increasing student retention and graduation.

- Better advisement
- Instructors should be out recruiting like we used to. Our jobs used to depend on how many students we had and if we kept them. Now other people do it and I have people that don't even know what the program is about in here.
- 1. Proper advisement.  
2. Requiring that core classes be completed early in enrollment. Students are allowed to postpone core until after all occupational classes are done. Then if they encounter problems, they are not motivated to complete.  
3. Provide tutoring for math, English, computers, and health core in staffed walk-in centers.  
4. Set deadlines so that students do not enroll at the last possible moment without having time to complete financial aid or make preparations at work and home.
- 1. core complete prior to program of study.2 the navigator is great build on it by having tutors available for EACH program here at

Wiregrass not just a few

- Again I believe transportation will help this in a very large way.
- Again, better qualified teachers. Students need teachers who are willing to go the extra mile. After all, aren't we trying to help grow better communities.
- Again, this relates to what I mentioned earlier about being here for them when they need us.
- All we have to do is listen to the students, I have seen more students get upset over lack of classes they need, lack of face to face classes (because someone thinks online is better), lack of tutoring. lack of funds for books. Also, students drop classes for lack of funds for books, what gives with the changing editions all the time! Do we get a kickback? students are struggling with this. Its horrible!
- An advisement center would ensure students are given the correct information. More so, it will give students a point of contact within the college.
- Assist/Teach students in areas that are have a strong correlation to retention but that may not be mentioned so much during normal teaching time such as self-confidence, social support, commitment, social involvement, motivation, etc...
- Avoid "one size fits all mentality." Allow teachers and programs to do what works best for their students, while being consistent with rigor and program quality.
- Better focus on learning inside the classroom.
- Communication
- Compare programs with great graduation and retention rates with programs that do not and see what the major differences are. This may be very telling.
- Daycare for students or offer discounts at daycare centers so parents can attend.  
Improving WORK ETHICS - this will help students be accountable for themselves at school and in the workplace.
- Do not allow the students to receive PELL refunds so early in the semester.
- Do not know of anything that we do not already do
- Do unto others
- Each faculty and staff member should be responsible for a student attending Wiregrass. Especially students who are at risk to failing.
- Ensure class structure is easy to understand to lessen confusion so students can focus on the course content
- Establish a working relationship with employers.....Some employers will not hire students unless they are a graduate of the----- program..:)
- Every case has to have special attention because no case is the same. If you have to assign people in student success and special populations to go to classroom and ask if anyone is needing help that is what needs to be done. I have done it and found that no matter if you go to people and ask them or wait for them to come to you, people are very reluctant to ask for help. Maybe it should be a mandatory thing counted as an ethics grade for people failing. Must seek help and get signed off on it.
- Every student is important. Let's not let ANYONE slip through the cracks. Sometimes all it takes is some individual attention.
- Find a way to match a potential students desires and abilities to the programs we have available.
- Give instructors more flexibility to work with students
- Have a plan in place for early detection for students that are failing, and dropping out (i.e.more tutoring, mentoring programs).
- Hire faculty that love their jobs, and are not there to intimidate the students.
- Hold on to students before they obtain jobs in field and leave for a paycheck.
- I believe we have great staff and faculty that goes the extra mile to hang on to the students and help them across the finish line. If I had to guess, life is the main reason for students to not succeed- (have to work, can't afford to come, health issues, childcare issues and etc.) I think we have several tools that can help bridge the gaps and allow for completion, use PLAs and internships to complete coursework. Make sure students are aware of the help they can get from the Foundations, classes more accessible and flexible- open lab days as an example. Tutoring and mentoring in the occupational areas may also help in some areas.
- I don't have any ideas at this time.
- I dont know how to keep students until they graduate, but I think some of it is the economy and the lack of funds to go. It is easy to go to school but for the people between PELL and HOPE cant afford to pay out of pocket to go. If we could offer that padding somehow for students that cant afford to pay as much out of pocket as they're paying.

- I feel an Advising Center would help with retention and graduation because students would have a place where "everybody knows their name." They would feel a better connection with the school, which would hopefully be an incentive to complete their program.
- I hope our QEP might help this. Engage students and they want to stay.
- I know we have to have an attendance policy; however, I feel we need to work with students who have unfortunate hardships but still continue to work on their assignments - just are unable to come to class for some days that put them over the limit. Of course, in the program classes, especially nursing, they have to be strict! Maybe let the students make up their time missed... In our meeting with Roy, he brought up that students come to WG for hands on training but are put in all core which in turn has caused us to lose students! Schedule students with part core but also let them take some of their program classes, too!
- I listen to students when they go on break...they talk about the availability of jobs. As faculty, I think if we stay in contact with employers we can inform our students about what is available.
- I think an Advising Center, with full time employees who can help students pick a major instead of simply helping them register and/or tell them about classes for programs they've already chosen would be good. If they get into the right program to begin with, I think they'd be less likely to wander off. LS needs to be streamlined somehow so students don't get bogged down in LS courses. Maybe a program where they took LS concurrently with program-level core would be good. We can always have better numbers based on the quality and quantity of financial aid we offer, but we will never have ideal retention as long as we accept anyone with a pulse, many of whom are just here to collect a check. We can have high numbers or high retention, but realistically, having both is going to be an issue.
- I think sound initial advisement could help a lot in this area. If they are better prepared coming in, they are better prepared to stay.
- I think we should change the way we handle learning support students. If a student comes in with extremely low reading and writing skills, how can I take them into the program classes and ask them to write a research paper, or read a technical manuscript? If a student tests at a level requiring learning support, they should complete all learning support before being allowed to enter into any program courses. Yes, some of them will never make it to my program. I understand. However, when they do, I will have students who are actually ready to do the work required by my program. As a result, they will be successful, I will retain them, and they will graduate.
- I'm not aware of all the student support services, but lowering expectations is not an option.
- Identify students who need additional support early in their courses. Counsel students to determine if they are in the right program based on skills required for the field. Implement and enforce GPA, technology skills requirements for student to take online courses.
- Implement an early alert system to determine at risk students.  
Implement weekly classroom visits by College Success to solicit assistance.
- Improve advising and tutoring. Use technology or create a committee to find embedded certificates to increase awards.
- Improve the advisement process. Making sure a dean is on each campus is a good start to this. That was an extremely positive change. Each campus needs an advisement center for times when advisors are not available -- especially to new students or students who have been out some time. This is particularly true in allied health. Diane Merritt does a GREAT job, but she can't be on both northern campuses daily. This means students do not have an advisor here most days of the week.
- Increase tutoring opportunities. Assign mentors to students who are at risk.
- Increased student awareness of the importance of attempting AND completing their courses. Sometimes I think the students are only here to receive their financial aid checks, but they don't understand the ramifications of using federal aid and owing it back when they don't complete their courses.
- Instructors need to work closely with the students and if they see the student is struggling, find out what is going on. Encourage them. Let them know we have tutors available.
- Instructors should be accountable and responsible for their students and their programs. If a student is out two or more consecutive days, the instructor should call the student. If a student is failing, the instructor should talk to the student. Once a student begins the program, the instructor should be responsible from first semester to graduation. I think it is ineffective for Nicole and others to call students when they don't know the complete situation, syllabus, or answers to questions that may be asked such as if they can make up a test or assignment, if they should withdraw, etc.
- Learn to teach to the individual student and stop teaching at the class. Students will stay in class if an instructor is willing to make time for them. Stop treating students as if they are an inconvenience and have dared to interrupt an instructor with a question without an appointment to speak with the instructor. Students need assistance during class and after class. Make each student feel important because they are.
- Listening to the students- their ideas, issues, and complaints in a more effective manner. Instructor evaluations don't work. Allow them to address issues with leadership in a non intimidating setting without fear of retribution.
- Lock-step curriculum.
- Looking at more competency based classes so a student can advance quicker through the curriculum.
- Make sure programs do not string students out having to wait for certain courses to take to complete them. Ask area employers for incentives to encourage our students (and their future employees) to stay in school and graduate.

- Make sure students enroll in programs he/she interested in and capable of completing.
  - Make the transition from course to course as easy as possible and not let the students become discouraged and feel pushed aside. Key is customer service .
  - Making all parties (faculty and staff) aware of the current college retention, program retention, and graduation rates. Establishing goals and strategies for ways to increase both retention and graduation rates, and the measure the effectiveness.
  - Making sure all faculty and staff are on the same page because students complain about inconsistencies.
  - Many students have shared with me that they have had less than satisfactory experiences during enrollment due to lack of communication about financial aid. I think that we could at least increase retention by being sure that students are fully aware of all financial obligations in a timely manner.
  - Maybe offer mental health counseling on campuses for those students struggling with different things that are hindering their staying in school. Money is always a problem for people to stay in school.
  - Meet with other colleges to see what works for them.
  - More flexible hours, evening hours, offering day care. Could the ECCE course develop a child care learning environment with children of students attending classes?
  - More scholarships, faculty recruitment, everyone encouraging graduation!
  - More support in student tutoring.
  - My retention rate is good. I loose most of my students at the start of the semester for noshows. I think someone in the school needs to contact all no show students and find out the reason for dropping out.
  - N/A (3 Counts)
  - No Opinion
  - No comment
  - None at this time
  - Offer student support - currently do not have resources available for students that are academically struggling.
  - Pay more attention to the needs of the student.
  - Print a list of students who are in danger of dropping out or not graduating and see if we can provide one-on-one help to help them stay in school.
  - Promote study groups by providing a locations where they can meet and get advisement. Student Success Center. Student break areas. possibly the Library or a classroom.
  - Provide students with learning opportunities through oncampus courses yet maintain online opportunites if they choose those. It appears that many students want to take online courses, but once they get into the course, they realize it is too much for them. Building solid courses, with instructor participation and involvement will promote student success and increase graduation. Students often need to know that they are not just a number for WGTC but they are valuable to us and thrive when our caring and dedication is evident.
  - Reaching out to students. Some of our students do not have a model for college success. Also maybe they come from a background that leads them to believe nobody in authority is going to help them. Working with students, treating them like humans. Privileging learning above policies.
  - Retention and Graduation will be directly influenced by grant / Hope / Pell monies. If those go down, so will our number. Those go up, so will our numbers.
  - Retention can be increased by faculty involvement, use of Student Success Center, and an increase in the sense of belonging. I have not seen any activity on campus by the student navigation office except for reports. Maybe the BC Region needs a Student Navigator also. Instructors should have freedom to teach freely while sharing the same standards. If someone wants to give a handout to explain a concept they should be able to do so even if someone on another campus might not use that same handout.
- If retention increases, graduation will follow.
- Spend quality time advising students, from the moment they apply and register. A student may not fully understand the requirements of a program they think they are interested in and enroll in, so when they find out that program isn't for them, they feel they wasted their time. For example. a person who doesn't like the sight of blood or thought of cleaning someone else, is not cut out for most of the medical programs. Advise students against taking too many classes that require a lot of work at one time just to be full time.
- Prepare student from the beginning for success. Make sure they are aware of tutoring services, the foundation, and other services we provide.

Have a tutoring center on each campus that students can walk into for help.

Encourage students to be involved and have a sense of ownership in their college.

- Spending more time with new students for advisement. 1st time enrollment shouldn't be done in a rush at the last minute. Many late registering new students end up withdrawing or failing some classes. A bad start sets them up for failure. They need to know more about what is required of them in time and performance for their program and the classes they are signing up for.--
- Stick to policy and deadlines! Faculty are asked to uphold a policy then it's overturned by Administration - this makes us look weak. Policies are in place for a reason. Deadlines also need to be respected.
- Structure classes to make students more accountable but also to red flag students struggling. Checkpoints were the beginning of that but the instructor needs to incorporate other methods as well to catch these students early on. This will reduce dropout rates and help increase graduation levels.
- Study skills overview included in a current course for retention. I believe it is a part of EMP1000 but is there something that would enhance those points during a student's 3rd or final semester? It should not be an additional course. Reminders of WHY they are attending school & WHY they should graduate - JOB, talk from a former employed graduate of the program, talk from a potential employer with job leads/ information  
Offer rewards for graduation - cap & gown payment?
- Supporting our Student Success Center and encouraging students by letting them know they have come to far to stop now. I always tell people that you never know who's watching you and pull from that to finish what they started.
- Take out A and B terms, and allow the student additional time to grasp the material being taught. I've heard many students talking in the bookstore about these "term" classes and how quick they are being taught...they do not like the time period within which these classes are taught and they prefer the "full term" classes.
- Talk to these students one on one, face to face. This shows you care. This will make someone some stay and work harder and also learn about what we as a school can do to help, but there has to be compassion. Also be up front with students. We have to realize that if we sugar coat anything they will attend other schools that are willing to go the extra mile.
- This again is everyone's job. Instruction should have the best classrooms teaching every time scheduled; financial aid should look for every opportunity for aid a student can have; bookstore should ensure that we are offering books at the lowest possible way--working with instructors to ensure that students don't have to pay \$600-1,000 for books a semester.
- This is the same a #9
- Treat them well. Make them feel at home. Show them we care. Engage them. Actively reach out to speak to them and make them feel special. If they love it here, they will tell their friends. If they don't, they will tell their friends. Also offer more short term training that leads to in-demand industry certifications and employment.
- Tutoring. We lack this service in many areas on the Coffee campus
- Unknown by me.
- We all need to work together as one college
- We already "bend-over-backwards" in this arena because of it's importance to the individual and to the school. Every legal and creative effort is being made to address this on a case by case basis for each student.
- We are going to have to get personal with our students. I feel if we build a relationship with our students and we show an interest in their success then they will be successful. We can't keep doing the "same old thing". I believe we (the staff) will have to spend more time with the students to help them become successful. I believe the staff (not faculty) have a role to fill with the student population that hasn't been filled in the past. Advisement will have to be improved. I have worked with many students this past year that were advised incorrectly by the Allied Health advisor. Several of these students were not allowed to apply to their program of choice because the AH advisor had not given them correct information on the prerequisites needed for their program.
- We cannot be all things to allstudents. We have excellent programs and istructors, but we can do a better job in letting the students know that we care about them.
- We have already started reinstating TCCs. Working with military for more programs for them. Also the military has a delayed entry program. Work with recruiters to see if they could enroll some students in a 6 month TCC before they enlist.
- We need more nigh classes, and more options for those who work or stay home with family
- We need some form of academic tutoring. So many students have the heart to do the program, but they need a little push or assistance to help them get over the academic hill to pass the content successful.
- We need to be able to work with the students. Mandatory drop for students missing a certain percentage is going to kill us. There are students who are passing; however, we are still instructed to drop them if they miss more than the allotted number of days.

- We need to ensure students do well academically. This means: (1) providing students with correct information about our policies and procedures (call and email the correct department if you do not know the answer), and (2) not allowing students to register for online courses that they show a history of difficulty with (such as previously failing, or having a bad academic standing). We can also make sure the students know what their future program entails (competitive admissions, algebra, career prospects). This may help get students in the right program to begin with.
- We should let students graduate with diplomas before we start convincing them to do degree level classes. Some students are not being successful in the degree level programs. We should work on students changing from one program to the other . We should be open and honest with students about how their financial is going to be affected when they make unwise choices. Any student who changes from one program to another should see a financial aid counselor. After orientation, we should remind students through email about the special population/disabilities department. Many students with disabilities are stating that they did not know that we have such a department.
- Wish I had an answer.
- Working with our students and understanding that life does happen. Help them to be successful in their career choice.
- Workshops and "skill fairs". No classes on Friday, but we all offer free tutoring, free workshops on specific issues, or free help. It would make us market our course content, promote the help we can provide, and connect with the students on a different level.
- do not lower competitive admission standards
- increase faculty morale.
- keep the student intrusted and involved in class if any sign of struggle get them help
- no comments
- none
- not sure
- talk about it in every class, every day - make sure every employee keeps retention as a number one priority - teach instructors how to recognize potential issues and make sure we have a plan to solve the issues that would make someone leave
- unsure

2.15) What do you like most about working at WGTC?

- A reasonably competitive wage.
- I enjoy the comradarie amongst each other. We are all part of a "family".
- The fact that we are assisting people with their futures.
- my job
- Assisting students.
- Being a part of a college that's well known and cares about their students.
- Being a part of an organization that truly makes a difference in people's lives and make our communities more economically viable.
- Being part of workforce and economic development in South Georgia...changing the lives of students, families, businesses, and communities.
- Changing student's lives is the best, but I also love the family connection we have with each other. We all have our own jobs to do, but most employees gladly share their time and talents when someone else needs help!
- Co-workers and the relationships built. Having a part in the success of students and seeing them achieve goals and employment.
- Dr Anderson's straight forward and transparent form of leadership.
- Family. I love this college. We work well together and we share joys and heartaches as one.
- Feeling of family and the feeling of making a positive difference in the lives of others.
- Have the chance to make a difference in student's lives.
- Having a job, and having the resources to help individuals in the community, departments and my students. I enjoy the people I work with and helping them anyway I can.
- Having the opportunity to make a difference in people's lives

- Having the privilege of being a small part of assisting students to reach their goal and begin a career in healthcare.
- I am given lead way to be a free thinker and have some flexibility.
- I believe in the college mission and enjoy working with the faculty and staff here.
- I enjoy my position in which I work with students and potential students. I find my job professionally rewarding; but not monetarily rewarding.
- I enjoy working my colleagues and getting to know our students.
- I have been able to grow and bring ideas to my area and not micro-managed.
- I have found that upper management seems to put sufficient thought into policy decisions. And that policy is carried out consistently.
- I have made some great friends here at WGTC. I enjoy being around and working with my peers. For the most part, we have a great community of instructors here at WGTC.
- I like helping students accomplish their goals, which in return helps them, their families, and our communities.
- I like knowing that I am helping students get a better future. I had no idea I could go to college when I graduated from high school. Like everyone else in my family, I started working. I didn't have anyone to tell me that it was possible for me to continue my education. I like that I am able to encourage and motivate people to get an education, and it doesn't matter if they are straight out of high school or an older student. I like the atmosphere in which I work. I get along well with my coworkers and enjoy coming to work.
- I like our Mission, our purpose. I like doing what I can to help others. I enjoy being with people, and getting up and going to work. I enjoy learning new things, being informed.
- I like that I am making a difference in my students' lives.
- I like that we are making a difference in people's lives and that here on our campus we are family. I spend more of my time at Wiregrass than I do with my family and I love that we are so close and care for each other. Dr Anderson had not been with us long before my husband was involved in a serious accident while we were out of state and it meant so much having her call me and tell me that Wiregrass was praying for us and to not worry about anything. There was not one day out of the seven weeks that we were in the hospital in Colorado that I didn't receive a care package, card, phonecall, email, etc from someone at Wiregrass. There are truly no words to describe how much I love our school and the people that I work with every single day.
- I like that working at WGTC gives me an opportunity to serve others. I get a renewed sense of gratification regularly when I'm in the community and see former students and they thank me and introduce me to their family. While they often give me the credit for their being in a better position, I know that I was just an instrument that facilitated them to achieve their potential.
- I like the atmosphere, my colleagues, and the students. I feel Wiregrass has the best faculty and staff as well as some of the best students around.
- I like the environment working at Wiregrass.
- I like when students come back to see me after they have been hired. Outstanding experience!
- I love Wiregrass. I love the hours, the benefits, the people
- I love answering the switchboard and assisting callers with positive information, and have a good attitude to my callers and also to anyone who comes to my desk for assistance
- I love being able to do what I love around a group of wonderful people. I love seeing students around campus gaining an education.
- I love being able to work with the people I work with. I like the family atmosphere and the ability to work on the high tech equipment I work on. I also love seeing students excel and learn. I like talking with the students and see where they are now compared to where they were when they started. It makes me proud of working here knowing that this is what we produce.
- I love my job, I love what I do, and I love my co-workers. I love teaching people to do something that I am very passionate about. I love seeing my students graduate and get jobs based on things that I have taught them. I am very proud of what I do.
- I love teaching! Our staff here on the BHI campus are close and care for one another! Everyone is understanding when hardships happen!
- I love the feeling of family and teamwork.
- I love the people I work with and the environment. Plus getting paid to do what you love isn't half bad.
- I love the students and I love teaching my field.
- I love the students, I love teaching, and I love my fellow faculty. I love people with a like minded goal, I love providing students with a career that can change their lives and their family's lives.

- I love to watch the growth of the student as they progress through the program. I enjoy seeing them functioning in an "employed state". I appreciate that many of them come back to visit and give me updates and thank me for the support of their educational process. REWARDING! I am humbled by their words.
- I love when my students put in the work and "get it". And think my coworkers are great.
- I love working with the colleagues and students that I get to everyday.
- I loved having Fridays with no class and half-days, until that was taken away. It allowed people to catch up on work without interruption and to prepare for the following week. Whatever the reasons were for that change, I think it was a mistake. When you don't give out raises, the least that administration can do is not take away the small perks that working at Wiregrass offers, such as the half-day Fridays. Students didn't like the change either, and many of them complained about the extra gas to come here the extra day.
- I was given the ability to do my job and I was given the support I needed to become a success at it.
- I'm proud of the fact that I am working with a group of people who care about helping others reach their potential while instilling life long learning.
- Intellectually stimulating environment. Good co-workers
- It is about changing a person life. You take them in.....sometimes when they are down. You teach/train them for a year and half. You try to make them better than yourself!Then they graduate they tell others about the school and there successfulness. Success over and over.
- Job security. Faculty and staff family. I have a chance to use the skills and talents God created in me.
- Knowing I have helped students and provided good customer service.
- Knowing that the skills that I teach everyday are changing the community in a very fast pace, because our students/graduates/alumni go back to the workforce and to their families and improve those environments in applying the skills and knowledge they learned in our programs.
- Knowing that wounds of the old will heal and always be part of the solution!
- Love, love, love my job! I know we say it a lot, but if it wasn't for this college, many people would not have had an opportunity to get their GED or training to get a job. We are here for our communities. When we realize that, everyone should love their job!
- Making a difference in the lives of our students.
- Meeting new people and helping them achieve their goals.
- My Boss, I learn something new every single day!
- My Job & The Students.....
- My co workers are easy to work with. I enjoy working with professionals who are passionate about their job.
- My co-workers are always willing to help
- My coworkers
- My job
- My job and the flexibility of the duties that I can perform.
- My most rewarding thing is getting a regular paycheck, and I feel i earned it. I like being a part of something that helps change people and give them hope. I "know" what it feels like to be filling out an application form and thinking "this might change my life" and it has. I am a part of that, even with all the frustrations.
- My students
- My students are what I like most about working at WGTC.
- NA
- Nothing
- Our mission, great to help people help themselves
- PEOPLE. Camaraderie among staff and students. Education is very high on my family list so you know I'm into WGTC.
- Passionate about what i do and I how I can affect change in students lives.
- Professional administration, faculty, and staff

- Security
- Seeing my students grow and become successful individuals.
- Seeing others' lives changed by what we do.
- Seeing students change and grow as they progress through their studies.
- Seeing students reaching their goals
- Seeing students succeed.
- Seeing the students and being able to help them or anyone who comes through our doors, family environment.
- Sense of accomplishment I get EVERY day and the reward of seeing people lives changed. I also enjoy seeing the industries we serve find solutions at our college to make them more productive.
- Students
- Teaching
- Teaching Students to be the best that they can be in my area of expertise.
- The ability to help others improve their knowledge and skills to improve their lives and their families.
- The administration cares
- The coffee is great! No, seriously the environment and being able to deal with students and solve their day-to-day problems and watch them go on to do something great with their education received is rewarding.
- The community is friendly and helpful.
- The family atmosphere.
- The great people, clean environment, great co-workers . I enjoy my job, knowing that what we do changes people's lives.
- The impact I have on the students.
- The interaction with the students. The friends I have made.
- The life changing experiences we offer our students, and the tangible evidence we can provide to support this claim.
- The people I work with
- The people I work with and also my students. I take pride in my job.
- The people that we work with, colleagues, and the students that "teach" us too.
- The people who work here and the students.
- The people, the students, the ability to make a difference in people's lives! I like business and industry and trying to find ways to meet their needs. I enjoy looking into the future and trying to be proactive in finding ways to thrive as the environment changes.
- The people.
- The pride I feel when my students accomplish their goal of graduating
- The staff and leadership, relationships with other employees, making a difference in student's lives
- The students (2 Counts)
- The students and what I can do for them. The fact that I am a WGTC faculty and proud to have been a part of the many changes that have been made to improve the growth of the college.
- The students!! It is great to watch them come in, not sure of themselves, a little nervous and with each semester, they mature and gain the confidence they need to better educate themselves!
- The students!!! I love making a difference in someone's life.

- The students.
- The students. The students have a need for education and have chosen WGTC to fill that need. I get up and come here for the students. The things that I do here makes a difference to the students and not my coworkers. Those I work with and for don't think about what I do or all that I do so their opinion does not matter. The students care which makes their opinion more valuable to me. The students need me. My coworkers don't need me.
- The success of making a difference at the college, in the community, and most importantly in the lives of the students who entrust their time and effort for us to educate them.
- The team work and attitude of most of us toward one another.  
We are like a family when someone needs help.
- This was a "family" working together.
- WGTC is a great place to work for. I love that everyone is out to help a student brightened there future.
- Wiregrass allows me to utilize my knowledge and skills to make a difference in our students' lives.
- Wiregrass is a great place to provide students with the knowledge and skills that they need to go out into the workforce. I like helping my students gain this knowledge and also encourage them when it gets tough.
- Wiregrass is very family oriented and takes good care of their employees.
- Wiregrass offers students the greatest return on investment for students. We are a small, more approachable institution. Great benefits.
- Working in education is great, because we literally start people on a path for a better futures.
- Working with students and feeling I can help them begin to achieve their goals.
- Working with students.
- changing students lives.
- helping students
- my students, my work colleagues and the work environment on my campus
- people; I like working with other faculty and with the students; I enjoy leading faculty as a coordinator; I like collaborating ideas with/for other departments
- reaching out and helping students
- teaching students
- the comrade among faculty and staff, most everyone at WGTC has a sense of pride in what they do.
- the students and being a part of the educational process

2.16) What do you like least about working at WGTC?

- the politics
- I don't care for the little clicks that we have at WGTC.
- I would like to see more diversity in the academic leadership such as Deans, VPs, and Directors.
- Stressful during peak times
- some of the people I work with
- "We appreciate all that you do". I am sick of that phrase. My paycheck doesn't reflect your appreciation and your words seem rather robotic and very uninspiring. I don't need an "atta boy". That won't help me pay my bills. I need to survive and going years and years without a raise is not helping me better myself. I have a career here and not just a job. I'd like to be rewarded for my years of service and for my commitment to this place. I'd like you to make a commitment to me.
- A lack of consistency in many areas without enough information given to employees about the change. The new attendance policy is the first one that comes to mind.
- Being micromanaged and told how to run my program, after all these years, by someone who doesn't know my program or my industry.

- Bureaucracy not much we can do with that one. I will just learn to live with it.
- Communication between employees and leadership.
- Communication breakdown. Distribution of job duties. Individuals who are making less have more job duties than those who make more.
- Communication!! I manage my store, but have several that I report to, making it difficult for things to get done.  
No cost of living raises over long periods of time.
- Difficulty recruiting students and meeting the budget, limited communication, apparent limited understanding of each area's functions, offering some programs which result in low paying jobs, not hearing enough recognition about some of the above and beyond (or otherwise very positive) things that various people across the college do
- Doing Surveys!!!!
- Feel like I don't have a clue on what is going on. If you ask five people the same question, you will get five different answers (even if the same five are in the same department).
- Feeling like my work here is not valued.
- Feeling that no matter how hard I work, I will not be recognized for it professionally or monetarily. Because a person is not in Administration does not make the job they do any less fulfilling and positive to the organization. Employees have heard that supervisors are told to give less than perfect reviews to keep people from being eligible for a raise. If a person does a great job, they don't need to see "needs improvement"; this does nothing but cause a person to quit trying. When funds are short a good review builds morale and positive self-esteem.
- Gossips; different treatments for different people; "good ole boy system"
- Having more on my plate and so many ideas that I would like to implement but not enough time nor resources available to bring everything to fruition in a timely manner.
- Having to teach in a high school.
- Heavy workload
- Honestly dealing with students that do not care about learning and are only here for a check. Also it gets old coming to work and hearing negativity from fellow employees. Also not being able to get repairs done in the lab area that hinders us from teaching.
- Honestly, I am not sure i want to address this. Its not a bad job. Just some things make it a handful at times. If more people would just do their job, like it's supposed to be done it would be better.  
A lot of employees "talk" more about how much they have to do, instead of just trying to get it done.
- How some faculty and staff do not care about the poor customer service they provide. Also, it is surprising how some areas make decisions that based on what is best for staff instead of what is best for the student.
- I could say i don't dislike anything but there are things that I do not like about working at WGTC, and I hope they do not come back to bite me. I do not like being talked about behind my back and lied on which have happened a few times. Sometimes I know that I am the victim of lies and I do not appreciate that. I love this place and the people I work with, but I have found that there are people who love to stir up trouble because they know that when it gets back to you that no one is going to tell you where the lie originated. I know this happens everywhere, but I have never experienced it until I started working at WGTC. Again, I love this place, but some days I feel like I could do without the drama and having to walk on egg shells. I have in the past felt like my work was not appreciated and felt oppressed. I do not feel like that anymore though. I work very hard for WGTC and even work well past my normal 8.5 hours a day because I love what I do and I love this school. I, like many others give everything I have to this school and sometimes at the expense of my family and sometimes I wish that people recognized that.
- I do a lot of driving. I feel that my time is not effectively used. I often feel swamped and behind and like I can't devote enough time to what really matters: the students.
- I feel that faculty is underappreciated and sometimes treated as children as the mandates come down from the top.
- I feel that often, middle management simply see themselves as delegators and faculty as the delegated.
- I feel that the campuses other than Valdosta are not given the level of attention that they deserve.
- I find it discouraging how much people who are non-instructors and non-administrators make. Faculty and administration get most of the salary (percentage-wise); this was addressed somewhat at a faculty/staff meeting where we were shown that faculty makes up the majority of WGTC employees. Even though administration makes up a small part of employees here, they have a large portion of the salary. I am not saying it is not deserving. I feel that other personnel deserve to make more, especially if they are living off of their income alone.
- I have a heavy workload and constant requirements of staff development and other trainings that I barely have time to complete.
- I have a very low salary compared to the education I have received. Many of the students that we graduate will make more money in an

entry-level position than I make in my position. It is very discouraging.

- I know this is a work in progress, but raises have always been an issue. There are no incentives for faculty and staff to further their professional status.
- I least like the being cut to 19hrs. as a part time employee. I still appreciate having some hours.
- I like working at WG!
- I really do love my job, and I can't think of something I dislike at the moment.
- I think the school has gone through way too much change in its basic operations over the past several years- changes in the presidency, the deans, the way programs are run, advised, etc etc etc. The constant upheaval has a negative effect on morale and performance. Also, the fact that numerous incompetent people remain employed, and usually at a larger salary than most of the rest of us, is annoying.
- I think this has been corrected. I do not like faculty bickering and I do not like deans that treat people like they have no value and are ignorant. I do not like it when deans ask your opinion but the opinion does not matter and they do what they want to do. We should be the decision makers in our programs.
- I wish I made more money
- I would say what I like least is that there are so many people to answer to and ask permission from, etc. that it can be overwhelming. Also, the feeling of having my hands tied behind my back so to speak and not being able to move up.
- I'm very disappointed in my working experience with Wiregrass. I've been here for 4 years and I haven't seen one raise. My supervisor requested a merit increase for me a year ago and it's still sitting on someone's desk. Before Dr. Perren left, we were told that we could get increases for education if we earned some type of degree. Well in June 2014, I earned my MSED in Enrollment Mgmt; however, after I graduated I was told that I couldn't get an increase for earning my degree. Not only that in January 2013 I took over the HOPE Scholarship evaluations yet no extra money was offered to me. But the person who was doing HOPE was able to keep her money which wasn't fair. I make \$25k/year with a Master's degree. I've applied for other jobs here but I was never selected. Also since I started here, I haven't had a comfortable working area. My office has always been the common area of our main office. The copier was just moved out of my office to give me some kind of peace. My desk is very small. I don't have space for my own stuff yet everybody else can store their supplies in my office. My neighboring colleagues have nice offices and furniture yet I can't even get a decent desk and office. I'm always being overlooked for an office and it's very frustrating.
- I've seen some questionable decisions made by the previous administration, which had adverse effects on our budget. I felt like the previous president squandered our funds for no good reason at all and put our college in jeopardy.
- Job opportunities for full time positions at WGTC.
- Lack of communication (tons of e-mail does not equate to good communication) and lack of a team spirit. Too many frequent changes. Since I have been here, the implication has been that there is more of an attitude of wanting to catch folks making mistakes than catching them doing something right. I truly don't need a lot of praise, but we work in a tremendously stressful environment that perhaps mistakenly has come across as punitive rather than supportive. I have not been disciplined or called on the carpet myself, but a lot of times the message has come across (again, perhaps mistakenly) that "we are constantly looking to see if you are doing something wrong." You have a lot of professional people here. Trust them until they give you a reason not to. This is the most stressful environment I have ever worked in during my nearly 30 years in education.
- Lack of communication among campuses
- Lack of communication and respect for leadership.  
Allowing some employees to do just enough to do their job, while expecting others to do much more.
- Lack of communication from each other. Just a stop by the office and saying hello would be nice.
- Lack of communication within department
- Lack of communication, favoritism,
- Lack of teamwork. Some don't realize that team work is NOT when you are the only one that gets the help but you never help.
- Little room for advancement
- Low moral at times.
- Many negative attitudes. Gossiping. Yuck.
- Meetings that could be covered in an employee newsletter, email, or other format. Meetings that seem unnecessary.
- Micromanagement in areas that do not need management, much less micromanagement. I think there are processes being implemented that are not the best use of time or resources.
- Miscommunications during change of leadership and the process of getting them up-to-date of how we've been doing things.

- Most of the areas that are the least fun are areas that are the hardest to control. (Enrollment, funding, raises for deserving faculty and staff, and other such issues). trying to maintain morale while still ensuring the job is getting done can be a tough balance when it spans years. Although no one is a fault and the only thing for certain in life is change, the number of changes in the leadership over all the years has been tough on the college and has given few time to settle into jobs, priorities, and direction. I think this has been resolved and the college will begin to thrive under more stability.
- N/A (2 Counts)
- Need more help - e.g. workstudy
- Negative attitudes but it is getting BETTER...:)))  
NO step raises for employees or something....some type of step raise plan is needed.  
If a person does NOT get better at what he or she teaches or job that they preform from year to year.  
Than they probably should be fired!
- No Opinion
- No increase in salaries in 6 or 7 years and no opportunities to receive merit raises.
- No real room for advancement (at least that is how it seems). No opportunity to increase salary either. I understand there are budget restrictions but when employees feel like they are never going to get anywhere they get discouraged.
- No salary increase in 6 years!!!
- Not having a voice. Feeling as I may not be able to express my thoughts or aggravations for fear of repercussion. Always hearing how much the budget is cut, but also knowing we have a lot of VP's making huge salaries and wondering are all those positions really warranted especially for small town south Georgia and a low enrollment college.
- Not seeing the numbers up in enrollment, because I know we have what it takes to be the best. The communication barriers could be better.
- Not willing to answer at this time.
- Nothing is consistent. Too many changes all the time, and some that make absolutely no sense. Certain rules only apply to certain people. Favoritism.
- Nothing...I wish we had unlimited students and a budget to support the students. Then each program would have all of the state of the art equipment and exposure to what they would see on the job.
- Pay. Too much administrative-type paperwork.
- People complaining.
- People who are consistently unhappy and strive to make everyone around them to be unhappy as well. This poisons the atmosphere for everyone, especially our new employees. Those individuals should be treated just like someone who will not do their job because neither attitude is good for the college.
- Probably too much change too fast. While change is a must, it is sometimes very rapid and people can't seem to find their direction.
- RUMORS!
- Recent pay cuts which has placed a financial strain on me.
- Requires more than 40 hrs a week that takes away from family time and not being compensated.
- So many sudden abrupt changes at times can be frustrating
- Technical equipment is not up to par that way it could be.
- The Friday meetings. Please don't do so many back to back.
- The difficulty in coordinating our daily duties with our staff on the other campuses
- The fact that rules & procedures are constantly bent, broken, or changed.
- The fear of never getting a raise.
- The feeling that I don't know what is going on in other areas besides where I work. I know that i don't do a good job in tooting my horn, and realize that others may be in the same situation.  
  
There seems to be a break in communication from Leadership to the other employees.
- The few disgruntled employees bringing down morale for all by spreading their negativity ever chance they get. I think they need to get

with the current program and be productive team members or go find a different place of employment

- The gossiping and people who are mean.
- The hierarchy of the chain of command. We have too many chiefs and not enough Indians. As a long time employee here, I know that instructors are not held to the same level of regard as they once were. The strength of our school depends greatly on dedicated, motivated, and skilled instructors.
- The internal fussing and comparing of campus. People can make a mess out of the simplest things. Let's just please do our job every day.
- The large area of our school - it almost seems too big to handle. Not kissing up, but I do believe that our president has made tremendous strides in changing the atmosphere of distrust in our regions to one of openness to the changes. I really don't have a negative.
- The multiple leadership changes we have had over the last 7-8 years, decisions from the state level that have been detrimental to our enrollment, and the decline in budget and resources available to help me with my job.
- The occasional negative attitudes...
- The pay. We are the lowest paid instructors in the state (I will be happy to provide you the research to prove it). The turn-over rate is higher than it has ever been, simply because instructors can make more money going back to work in the industry than teach! The cost of everything has gone up, gas, milk, food, power and our pay remains the same. Many instructors work two jobs just to make ends meet.
- The politicizing of everything. I have found that if one does not adhere to the correct whims, it does not matter what skills and abilities they possess (see 2.11), they will be overlooked when it counts. I know personally of three different promotions in which a candidate was much more qualified for the position than the person given the promotion. However, the person promoted "knew" the right people. I am sorry. That is an unfair comment. I am sure there were qualifications that made them the better candidate.
- The separation between adjuncts and permanent employees. While participate in community programs is not mandatory, we should be given the choice to attend many of the events offered by the college.
- The tedious amount of rules and regulations that are not communicated until you either accidentally do something in violation of a rule because you were not aware or you just happen to over hear about this rule.
- The two things that come to mind are the constant back biting and negativity. Secondly, I do not feel that there are many incentives here. We used to have a half a day on Fridays, which goes along way when employees are not getting raises. However, we no longer have that small incentive either.
- The unintentionally offensive disposition of some of my fellow WGTC employees is what I like least about working at WGTC.
- Those resistant to change
- Tight budget
- Too much required training from government agencies on superfluous topics.
- Traveling between campuses is not fun.
- We do not have a enough students, and students do not always get correct information. Please call and email the correct department if you do not know the answer.
- Well, if you have something that is bothering you about your job or title and if it seems you just get pushed aside because you do not have a loud personality. It is very disheartening.
- When people have to call again and again and complain that they have tried to reach someone for several days and they leave message after message, but still will not get a return call
- White board markers are pretty hard to get ever now and then.
- Wiregrass is not a "team." We are always stepping on someone else's toes if we offer help or assistance with a student, project, or other opportunity. This is not camaraderie either, and it certainly does not help with the morale.
- Witnessing negative attitudes that some people just will not abandon.
- Worrying about time limits, ie the attention that is imposed on being late, leaving early; petty things that distract faculty/staff from being happy and productive. Not able to have any type of quality relationship with supervisors due to their constantly having to "keep-up " with faculty.
- administrators on my campus that walk around with nothing to do and being micro-managed..... its at its worst now from the top down
- lack of communication
- lack of trust in colleagues; too much of a "competition" environment (recent development)

- low pay and indecisiveness
- no complaints
- paper work and meeting during class time
- pay scale of employees(not me personally),to many administrators. The college is opening and trying alot of avenue's but alot of the work falls back on the instructors.We need to build up the moral of the college. The enrollment is based mainly on economy and this good economy want support the college.
- seems like everyone is out for themself.
- the "clicks" at Wiregrass. Everybody is somebody and we should never let anyone feel any different.
- the gossip
- the lack of professionalism in some co-workers which is sometimes embarrassing
- we are so big

2.17) How can you improve your performance at WGTC?

- Getting updated equipment would help improve my performance. I could use updated computers and printer for the office
- I have alot of different areas and things to get accomplished in my job, and I could be more organized than I am.
- A positive attitude and all the training I can get.
- Allow me the freedom to obtain my degree
- Bbe more aggressive.
- Be given more class prep time and less paperwork to do.
- Be more creative in my duties. Participate more on committees and with recruitment.
- Be more proactive in my filing techniques. Organization is the key!
- Being more involved with recruitment by going out in the communities, hand out brochures, let people know what we have to offer
- Better equipment and faster computer hardware
- By always seeking to improve and knowing what needs improvement.
- By challenging the norms, stepping out of the comfort zones, and trying novel approaches to improving what we currently do at WGTC. Keeping the status quo is not going to improve our successes and that means changing how we approach work.
- By constantly updating my curriculum and classroom teaching style to its fullest potential, and not settling in the norm.
- By continuing doing what I am doing plus at least 1 more thing to improve classroom learning environment.
- By continuing to maintain the standards of teaching and student performance I have always valued.
- By continuing to work hard and feeling like I am valued as an employee and as a person.
- By getting more training in the software and equipment I use on a day to day basis and by working harder with my IT team.
- By having a positive attitude and being mindful of the importance of our mission.
- By staying proactive with the newest and latest information and technology.
- By taking more classes to improve my skills as a teacher. Making sure I stay up to date on new technology. By making sure that I am in the classroom at my scheduled time and that I am there if students need to conference with me after class.
- By working with others in my field and continuing to implement new and innovative ideas.
- Center of Excellence
- Classes in field, updated information on skills in field
- Communicate expectations up front with a comprehensive guideline (employee manual) of rules / regulations and couple that with meaningful continual education.

- Concentrate on doing my job.
- Continue learning the newest technology in my field.
- Continue to be active in Professional Development.
- Continue to give 100% for the college and students that I might have contact with.
- Continue to keep students primary focus.
- Continue to learn new skills when possible and make more of an effort to -recruite students.
- Continue to seek out and develop innovative ways to ensure that students not only enroll but also graduate; apply more best practices to my area of work
- Continue to speak highly of the institution.
- Continue to stay organized and on task.
- Continue to strive to educate students in an environment that is student friendly and educationally sound. Continue to evaluate student and program outcomes and make changes when necessary.
- Currently I try to incorporate a lot of learning into a small amount of time with students. Their responses tell me they are learning. I would like to have more follow through into their careers to see if they are performing at the level they have been taught.
- Currently working on Master's degree. Attend additional employee training classes.
- Do more of what's assigned to me and let others do what they know they should be doing.
- Do what I do better
- Every day I try to improve.
- Focus on my responsibilities and work with others to help promote overall success of the college.
- Get involved in activities outside of my program.
- Have more interaction and involvement with our staff on the other campuses
- I actively update my technical skills. I continuously check myself to insure that my tests and exams are fair--that is, I test what I teach. I communicate with my peers for best practices. I listen to industry to be sure that what I am teaching is relivent to their needs.
- I am open to suggestions; I will attend Phase 1 this week so I can learn how to teach.
- I believe I am doing a good job in this area; however, I am working on more recruitment efforts.
- I believe I work very hard at what I do, but there is always room for improvement. I need to learn to work smarter with my time and maximize the resources I have available to help with my responsibilities.
- I believe my performance will continue to improve as I encompass more experience
- I can be more observant as pertains to on campus activities. I would like to be more involved if ever my schedule would allow.
- I can become better organized (see 2.4) as an instructor.
- I can improve by changing my attitude. The decisions you make determines my attitude. Make better decisions and my attitude will improve along with my quality of work. I am a damn good employee and you need to want me to be here. There are other people that you could hire but you should want me. I come with commitment and dedication along with years of experience. You should pay me like you want me to be here.
- I can improve everything - staying on task, encouraging others in their work and studies, sharing the word with students on my area of expertice.
- I can improve my performance at Wiregrass by being involved with more committees so that my voice/opinions can be heard. I can continue to come up with more ideas to make more revenue in the bookstore that will be beneficial to our students and staff.
- I can improve my performance by attending workshops and training.
- I can improve my performance by making use of my skills and knowledge when the opportunity arises.
- I can't say. Colleagues and students tell me I do a good job. But you can always get better.
- I could improve my performance if I had someone that I could delegate some of my responsibilities to.

- I could learn more about the jobs and issues that I do not deal with very often.
- I could work 50-60 hrs per week instead of the 45-50 that I usually do now and still expect the same 40 hrs pay.
- I could work more hours to keep up or I could teach less classes or drive less
- I feel I can always improve by working with our students to help them be more successful.
- I feel I do my best at WGTC, though I know there's room for improvement. I need to take advantage of the new staff development opportunities the Center for Excellence is offering.
- I feel like I do the very best I can each and every day.
- I have some areas that I need improvement. For one, I take on too much by myself. I need to pace myself better and then will be able to concentrate more on each task.
- I hope the ability to focus on a smaller region of the college will allow more time to develop stronger relationships internally and externally. In addition the ability to followup and monitor areas of concern becomes more manageable and improve my ability to provide support.
- I need more patience .
- I need to improve my technology skills.
- I really think i "try" to be constantly improving what I do and the department. I probably could work on attitude at times, so i guess that's where i could improve.
- I think I do a fantastic job at WGTC.
- I think training on creative and different instructional techniques would benefit everyone.
- I will continue to learn all I can about my job and do my best to be the best I can be in my current job. I will support my coworkers and WGTC in our mission of workforce development. I will keep an open mind and work hard to increase enrollment and make a difference in the lives of the people I meet each day.
- I will try to be more efficient in coordinating efforts within our office and with other offices in our department.
- I would love to hear from the evaluations the students fill out and see what kind of recommendations they have. This would help me know what I did that was helpful and needs to stay and what areas need to be changed and improved upon.
- Just continue to work harder and learn more.
- Just keep striving to do better. Every day is an opportunity to do better.
- Keep building up my moral.
- Learn to keep foot out of mouth.
- Learning about new teaching techniques and technology.
- N/A
- NA
- No Opinino
- Participate in more trainings.
- Private offices not in the classroom, less distractions and disturbances. Clearly defined office hours. Less meetings
- Reviewing my job duties to make sure I'm meeting my goal(s).
- Stay updated, attend professional conferences, and network to learn new approaches in educational process in my field.
- Staying away from toxic people.
- Staying on top of new changes in polices and procedures.
- Strive to get people to think college-wide while still serving each campus' communities and students. Try to encourage people and think positive.
- The more I learn the more i can give back
- There are many ways I have already improved my performance such as professional development through obtaining a master's degree

and completing any and every staff development. I am

- To be honest, I cannot. To say that I can improve my performance would be to admit that I'm not currently working at my full potential. My students and colleagues will tell you that I am consistently on my game; that I routinely exceed the expectations of others. My evaluations, both student and employee, attest to this fact.
- To take the time for breaks allowed by the college...the Bookstore Teams wear several hats and sometimes lunch is forgotten or one forgets it is time to leave...this can sometimes lead to feeling tired and overwhelmed.
- Training, training, training
- Unknown by me.
- Unsure
- Why improve my performance? The harder you work, the more you do the more trouble you get into. It is easier to do just your job, the bare minimum and stay off the radar than be a shining star. This coupled with lack of incentives for hard work my big question is why?
- Work harder and smarter every day. Find new ways of doing things. Learn more about how to better manage sales process. Engage others more.
- You get what you pay for .....I think???  
Or....maybe evaluate jobs and job titles.  
determine if we really need that position?  
What are the values of that position.....is it really a must?
- by being the best I can be everyday and having a very positive attitude
- by constantly learning and maintaining my physical state
- by getting me an part time assist where I don't have to so everything
- keep improving your performance
- learn more about programs offered, grants and all finical aide to help get students in.
- learn from mistakes and never give up on making Wiregrass awesome
- self reflection.
- time
- time management, additional training when offered, eliminate distractions, communication, organize tasks, take a small break besides lunch to refocus, positive attitude, & a good nights rest
- work with a better timeline or schedule

2.18) What can you do to better improve your customer service skills?

- Give better details of information
- I think I work really hard at customer service. I think that is very important that people are all treated the same. We can all improve on everything we do on any given day especially.
- 35 years of service to customer, always put yourself in the customer shoes
- A smile goes a long way.
- Always be ready to assist a student or a prospective student and never let one walk away with a question unanswered that you could have helped.
- Always keep an open mind and learn as much as possible about WGTC so that I can either answer the question or refer them to the appropriate staff/department.
- Always show a happy face and take students where they need to go.
- Attend a yearly professional development on the subject to help keep the training at the fore-front of my mind.
- Be as professional and understanding as possible to help students, visitors, and potential students.  
Return all phone calls in a timely manner and answer the questions that I can, and direct people to the people who can answer the questions when I cannot.

- Be aware that I'm providing a service to others, listen, welcome feedback, be consistent, maintain a positive attitude no matter what, take refresher training courses when offered.
  - I always try to be mindful of these things already.
- Be given a full time position so I can better assist my students.
- Be more enthusiastic to help get students excited about attending WGTC.  
Adopt/encourage a 100% accountability/ 0 excuses.
- Be more understanding to people that are having a bad day. Sometimes when the phones are busy, busy and we have to answer and direct the calls, I feel as though we do not give our callers the benefit of the doubt, because we have to rush to get the other lines.
- Being able to focus on program specific students.
- By having a positive attitude and being mindful of the importance of our mission.
- By making sure I am providing what our students need in the bookstore whether it is books, supplies, food, drinks, etc.
- By working to get to the heart of a problem and not jumping to conclusions or making assumptions.
- Continue to find ways to promote a positive and caring attitude. I do consider myself very customer service oriented. I try to put myself or my children in the student's place and treat the student like I would want my children treated. If I go the extra mile, I hope that someone else will be willing to go that extra mile for my children some day.
- Continue to follow up with students, return all phone call, and pay attention to the students' needs
- Continue to keep students primary focus.
- Continue to participate in training sessions that show us ways to improve. Listen to others suggestions on what works for them.
- Continue to treat people the way I want to be treated in the public. For example, with great respect.
- Customer service skills can always be improved, no matter who you are. I can improve my customer service skills by making sure that if any of my coworkers are working on a project making sure they know I am available to help them. I could also get out in the community more and let people know about Wiregrass. I enjoy helping with things like the admission's error report. I have always volunteered to help clean up the error report. I have helped in the past with matching graduates.
- Customer service training should be a mandated staff development for all employees every year. That is one area that can make a recruit decide to come to WGTC or seek education elsewhere.
- Do unto others
- Easy! Stop stressing me out. Let me do my job and don't ask me to do another's job without a pay increase. You are stealing from me by taking advantage of my good nature and willingness to help others. If you need to keep calling on me and taking me away from my duties then you should make it worthwhile.
- Educate myself on all aspects of the college, come to work every day with a positive attitude, and help whoever I can to the best of my ability each and every day, evening, and weekend.

- Everyone needs to be reminded of the importance of customer service skills. People forget that this is our chance to really help someone. Role playing can help actually show how this may help or hurt us.
- Focus more on what I am doing at the moment instead of trying to give my attention to three or more things at the same time.
- Focus on what the student is trying to convey to me and make a real effort to solve the problem if possible
- Following up with people after tickets are closed to make sure that their issue has not returned. Letting people know that I'm only a phone call or email away and that I'm never too busy to listen.
- Get more proficient in Excel, and Word.
- Good attitude = good customer service skills
- Have more time for students and less of a focus on all the activities that detract from class / lab time and working with students.
- Having access to my wiregrass emails on my phone.
- I acknowledge a customer as soon as they come into my presence. I smile and listen to them. I do whatever I can do to help. If it involves another co-worker, I take them to that coworker or help them make the connection.
- I am a people person and try my best to be nice and understanding with our students and outsiders who come in to the school.
- I believe I am doing a good job in this area.
- I believe I have worked hard on my customer service skills during my entire career in education, but training always helps.
- I consistently try to remind myself that the customer is...the student! Industry is not our customer. Accreditation entities are not our customer. I am not a data generator. All the above are vital to our mission, but my focus is my student, each student. To improve my customer service, I really need to know who does what...what they look like..and how to contact them. Because of the situation in the northern region, key people spread their time across at least two campuses. For employees who have been here for several years and have history with the college this may not be an issue. They can associate names, faces, and titles. For those of us who need an answer fast, and cannot make the connection of names, faces, and titles; this is akin to looking for ghosts. Students appreciate my ability to give accurate information--fast. They sense uncertainty. I need to put more effort into knowing who and how to contact the right people for fast and accurate. The college needs to help with that.
- I feel at this time my customer service skills are good.
- I feel like I do the very best I can each and every day.
- I feel that I excel in this area, but am always willing to take training to improve.
- I feel that my customer service skills are outstanding. I deliver.
- I have a customer service skills to our students.
- I have always held positions that required I uphold the utmost customer service skills. While I know that there is improvement in all areas for everyone, I feel my customer service skills are above and beyond.
- I have excellent customer service skills.
- I have good customer skills.
- I have great customer service skills - I just wish everyone else did too. I take pride in serving students, faculty and staff the way I would like to be served.
- I have worked in customer service before, so I feel that I am a decent customer service representative. However, improvements are always needed.
- I haven't had any complaints.
- I honestly believe I have great customer service skills. I talk to people when they call and find out what they need, I don't just hand them off to another phone number.
- I hope nothing. I give 110% everyday to serve our customers.
- I make every effort to communicate my gratitude the various business/facilities that work with my students. I approach them with positive attitude, and thank them for any feedback. This includes positive or negative. It's an opportunity to improve a working relationship.
- I think I do a good job now but we all can improve. I guess I could be more willing to inconveniences myself in order to meet the needs of others.
- I think as with anyone in customer service we could all learn to have a little more patience when dealing with co-workers and students at

times.

- I try to be nice to everyone regardless
- I try to go above and beyond with every customer encounter. I know I can always improve and I remember that every day I come to work. I realize that the student is the ultimate reason we have jobs. I treat everyone I encounter like I would want to be treated...or better.
- I try to have good customer service skills. The last few years have stressed this with the budget, enrollment, staffing. etc. So it has taken a toll and you loss your edge. For me the best thing is, is it what it is, make the best of it, and keep trying.
- I will try to answer all voicemails in a timely manner.
- I'm pretty good at this :)
- I'm very fair with each and every student but sometimes I feel as though when I send them to an adviser they might not be getting information they need. I feel I need to learn a little bit of the information each adviser shares with their students.
- If we improve internal, external should follow. If we see someone not exhibiting good customer service, talk to that person. Don't assume they will know they need to approve just by attending a staff development.
- Learn more Spanish, make sure I greet everyone with a smile and go above what is expected of me to help others.
- Learn more about other areas of the colledge, so that I can promote the school inmy commnity.
- Listen completely before trying to think about how to solve a problem
- Listening more than talking. This has become a goal of mine. Also, no more overpromising. If I cannot do something, just letting the person know I can't instead of failing to be able to complete due to time issues.
- Making sure that our greeter is friendly and knows where to direct the students. In the evening making sure who every is answering the phone has a friendly voice and also knows how to direct students.
- My customer service skills are great. I do not believe I need to improve.
- My customer service skills are just fine. I am excellent skills that I use to serve our student and potential student population.
- My guess is, the Center of Excellence will help with that.
- N/A (4 Counts)
- NA
- Need a better phone answering system for my area.
- Never say ...NO  
More training on.
- No Opinion
- No ideas at this time
- No improvement to the outside needed. Inside, perhaps.
- No time for customer service, teaching wall to wall classes on campus and in the high school.
- Not much. I help everyone I can right now.
- Nothing that I know of. I think my customer service skills are exemplary.
- Nothing, I am extremely good at customer service.
- Put myself in their position. How would I want to be treated.
- Remain patient, kind, and understanding of the students. Continue to work on instructional methods.
- Remember that I might be the one person who can change another person's life.
- Remind myself how it felt to be the student. Then proceed to help the customer with that in mind.
- Return emails more quickly. Have a work study who would be able to answer the phone when I am not in my office.
- Setup a feedback process

- Slow down... I am always more than willing to help a student or another employee. I try to take ownership of problems and willing to go the extra mile. But, I need to slow down and make sure I give everybody the attention they deserve.
- Smile, smile, smile
- Stay focused on job at hand.
- Take note of those around me that excel in customer service and strive to model their skills.
- Talk to students!!! They are our customers.
- The psychology class referred to above.

Also, if members of the Student Council could volunteer to be in the bookstores for the first 2 days of books sales, a lot of questions could be answered for the "new" student by this "returning" student and free up the Bookstore Teams to pull books, check out those at the registers or answer their phones..maybe 2 members at each campus bookstore?

- This is already important to me. Make sure I return all calls in a timely manner even on the busiest days.
- Unknown by me.
- Unsure
- Walk the halls more often to just say "hello" to students and make them feel welcome
- We are already doing all that we can possibly do in this area and have been threatened concerning it too. Little incidents become a big crazy deal here relating to this. We have been told to walk students like they are little children to the area they have asked about. We have always been courteous to customers.
- always smile; have patience; put the student and his/her needs first
- be quicker about responding to emails or phone calls
- keep my attitude in check
- learn more about the programs.
- meet other employees and understand what their responsibilities are so I know where to send students and how that person can help the student
- n/a (2 Counts)
- none
- smile while answering the phone, the person on the other line can detect that you are smiling. answer the phone on the first ring if possible. return phone calls as soon as possible. learn how multi task

2.19) Do you understand the WGTC budget categories (MRR, Obsolete Equipment, Local Funds, State Funds) and the methods by which the monies can be spent?

- I do and I don't if that makes sense. It looks like money can be moved around when it is convenient for certain things or how something is worded, but not for other things. I do understand that money is earmarked for certain things. That doesn't mean that I agree because it seems pointless for money to stay in a certain account when it could be used to increase the wages of people that are doing the work.
- I do understand the WGTC budget but do not always agree where it is spent.
- I do.
- no, but it doesn't affect me
- As well as I can
- Extremely knowledgeable about budgeting, the budget process, and the different budget categories for which money can be spent. The budget process has been more transparent this past year than it has been in a long time.
- For the most part, I understand how the budgets are categorized. It is confusing trying to figure out what to order from what budget. Usually the deans will let us know if we order the wrong way or from the wrong place.
- I am familiar with budget categories and have a general understanding of how the monies can be spent. It is sufficient for me to feel comfortable with how budgets are handled.
- I believed we had a meeting about it but I may still need clarity.

- I do and I do my best to conserve money for the college.
- I do not completely understand these categories. The meeting we had helped a little but you can only cover so much in 1 hour.
- I do not.
- I do now. Dr. Anderson did a great job of explaining it, which I appreciate.
- I do understand for the most part.
- I do understand the budget categories.
- I do.
- I expect that we've hired people who are dedicated and who act responsibly. I trust that those employees who deal with these concerns on a daily basis are as satisfied with their job responsibilities and will perform at the highest level and operate with the utmost integrity.
- I have a basic understanding of what they are, but not exactly how they are used. I tried to catch on to what Dr. Anderson said about the different types of funds, but they seem to be allocated in so many different directions that I probably should have written it down.
- I have a basic understanding somewhat.
- I have a basic understanding.







I have a basic understanding.

- I have a reasonable understanding.
- I have to admit I do not understand how all our funds are allocated.
- I know these categories are very specific and only certain things can be paid from them.
- I need some education in these fields
- I think so. We all know money is tight.
- I understand but we dont hear about some of the funds and where the money is spent.
- I understand for the most part, due to the budget meeting that we were asked to attend. I found the information to be VERY helpful in my overall understanding.
- I understand some of the budget process.
- Is there any particular reason why the non-administrative faculty member needs to know this minutiae?
- Most of it, yes. Basic knowledge is all I need in my present position.
  
- NO
- No (6 Counts)
- No
- No adequately. I am familiar with the terms.
- No. I would understand it better if it was illustrated on paper.
- None other than those that apply to the bookstore.
- Nope.
- Not at all.
- Not fully, no, but that's not my area of expertise. I like to know as much as I can about the way the college works, but I don't see how acquiring that knowledge helps the college.
- Not fully.
- Not one bit.
- Not really.
- Now that all of this has been explained, I do understand it. I think that if we continue to have an annual meeting to discuss this as a college then it would help to minimize uncertainties about the budget.
- Pretty much even though this is not a actual part of my daily job.
- Roughly
- Since I have not worked here long, I understand the categories (most anyway), but how the money is distributed not as much.
- Some
- Some parts of it, yes and others no. No one really takes the time or effort to help employees understand the procedures of funding, especially if you are a part-time employee
- Some what
- Somewhat (2 Counts)
- Somewhat, as it was explained at the faculty/staff meeting.
- Somewhat. I know certain monies can only be spent certain ways.
- Somewhat. It does help immensely when administration explains the limitations of the different "pots" of money and why dollars can vs cannot be spent in certain areas. Just makes us aware of how crazy our government is in spending money in areas that don't make sense.

- To a certain degree, however, further understanding is not needed for my job.
- Unfortunately I am not as familiar as I should be
- Yes (27 Counts)
- Yes - thanks to Dr. Anderson. The budget meeting really helped.
- Yes I absolutely understand the budget process. However, I hope we do not get into a similar situation like we did when the RIF came down due to overspending. TOO many people lost their jobs or were reduced in pay. What still upsets me about the RIF is that the upper level of management was unscathed during the RIF.
- Yes I do
- Yes, Dr. Anderson's budget meeting was very well presented.
- Yes, I believe I do.
- Yes, a breakdown of those could be sent to staff so that in general staff are aware of the categories of the pools of monies and how they must be allocated.
- Yes, especially since Dr. Anderson has been here. She's the first president I've had who not only explains these but let us know where we have excess or a deficit.
- Yes, i do think i have a good handle / understanding on this.
- Yes, thank you.
- Yes, to a degree
- Yes. (11 Counts)
- Yes. We have had several meetings about this which I think have been very informative and have better explained why funds are designated to certain areas and cannot be used for others.
- Yes. Designated funds. Similar to our household budget.
- Yes. I always understood that. People who don't understand how state budgets work might be idiots.
- Yes; I understand you can't move money from one fund to the other like we would like to in real life. The money is allocated and has to be spent on certain things respectively.
- Yes; great communication about financial priorities throughout departments.
- no (2 Counts)
- yes (10 Counts)
- yes after the meeting explaining it.
- yes, I understand more since Dr. Anderson gave the presentation.
- yes, some what

2.20) In what ways do you project a positive attitude about Wiregrass?

- I always project a positive and caring attitude to anyone that I talk with.
- I graduated from East Central and later was hired by East Central. I let students know that jobs are available when they attend a technical college. I tell them how I got started. I have furthered my education since graduating from East Central, but it was a great start for me. It just worked.
- Speaking positively about our college and not out talking negatively about it to the public.
- tell people I'm glad to work here
- Always have something good to share about our college and fellow employees included.
- Always try to show a happy face and treat everyone with respect.
- By acknowledging that I am here for the students...and the team work done by those in Admissions and the Testing Center...my motto is, if they don't get students registered, the students don't come to the bookstore!!

- By always being positive and not participate in negative conversations.
- By always sharing the GOOD things going on within the College and TCSG. There is too much good to share to focus on the negative.
- By encouraging co-workers to share the positive aspects of our tasks and that we are improving the lives of so many others selflessly.
- By engaging only in positive conversations and environments and politely removing myself from those that are not so positive. I value my career and understand the domino effect of how negativity in the community can ultimately result in the loss of jobs due to lack of students, etc...
- By having a friendly and helpful attitude towards students and co-workers.
- By not joining the Debbie Downers club (this is a colloquialism) and understanding that the best way I can help Wiregrass is to be the best at what I can control, which is my job and the duties it entails.
- By speaking highly of our low credit hour cost.
- By speaking in a very enthusiastic manner when referring to my job at Wiregrass!
- Constabtly recruit - even for other programs. I'm upbeat about my industry.
- Do my job with excellence.
- Encourage students/parents to consider attending WGTC.
- Encouraging students to attend WGTC. Smiling providing a positive attitude and keeping students motivated.
- Everywhere I go I speak positively and about all the great things going on at WGTC. When talking with potential students I speak about how great the programs are, how passionate the faculty are, and why WGTC is a great college.
- Friendly smile, pleasant voice, and kindness toward all.
- Giving information to anyone calling or asking for guidance.
- Having a positive attitude about my job will promote a positive attitude about Wiregrass
- How I take care of customers daily, talk freely in the community about the opportunities we have available, and provide information and help regarding Wiregrass whenever possible. I also try to take good care of my work environment, equipment I use, be mindful of others.
- I Smile, Promote, Recruit, Retain, Sustain, Maintain, Proclaim, even been Renamed and I am still here.....I plant WGTC seeds throughout the community.
- I always encourage people to come to Wiregrass; not only because I need students in my program, but because I know that my program (at VSU) is much more difficult (in theory) without having a better understanding of the hands-on process. If students take my program and learn from a hands-on perspective, they will have a better chance at VSU if/when they decide to get a BS.
- I always promote the programs in the five academic areas out in the community
- I always speak highly about Wiregrass.
- I always speak in public to cashier, waiters, workers, etc. about their education. I encourage anyone who is willing to work on themselves to consider enrollment at WGTC
- I always speak positively about Wiregrass as a college and the programs that we offer.
- I always talk positively about Wiregrass. I consider working here a privilege and I try to show it every way I can
- I always walk into my classroom and smile, because my students are the reason I am here.
- I always work with a smile on my face. I am willing to help with most projects and participate in college functions.
- I am an advocate for the school and believe in our mission and anytime I'm away from the physical building, I tell people about our programs here and what we have to offer right here in our small community.
- I am friendly, cooperative, and always speak positively about WGTC. I encourage my students and coworkers.
- I am positive about my program and my students, therefore positive about Wiregrass.
- I believe Wiregrass offers a quick way to get the skills and qualifications for many people to receive employment.
- I brag on our programs every time I get a chance. I wear my name badge alot to solicit questions about the college and take advantage when they are asked

- I come to work with the desire to make a positive change in others, this is what I want to do
- I explain to friends and colleagues about the many programs we offer our students. I discuss the HOPE grant and scholarship.
- I feel that I am very positive when interacting with our students and with stakeholders in our communities.
- I get out of my way to get to know the students. I build relationships with our students. If I see a student in the hall I will speak to them and ask them how things are going. If they mention they are having problems, I offer solutions to them.
- I have remained upbeat over the years through the many changes and believe we have an excellent organization worth bragging about. I wear my WGTC shirts on a regular basis at work and in the community. I'm always willing to help industries, HS, and others in meeting their needs which I hope reflects a good image for the college.
- I have the expectation that this college will improve the lives of our students and those with whom they work and live. I believe in this college and communicate that believe to those to whom I speak.
- I help the students that I teach.
- I keep my mouth shut. No one in the community needs to know the real deal. I encourage people to come get a quality education so they can advance their career.
- I like Wiregrass. I have found the faculty and administration to be generally happy about their jobs and pleasant and that goes a long way. I find that for the most part people I have come in contact with care about the students and that can make a school really work.
- I like to share all that we offer when NOT here on campus.
- I love WGTC and I show it everyday.
- I love Wiregrass and I believe in Wiregrass. We have definitely had hard times but that just means we are going to have to strive harder than ever before to win the trust back from our community. This is the time to be positive, negativity will only decrease enrollment. I am not going to say that I am 100% happy with my job and that there is nothing that could be done to make it better but I will say that I am thankful for my job, I love working and being a part of Wiregrass, and that I long for the day that I can move up and be able to do more for our school than I do now.
- I love everthing about
- I love our mission and I want students to be successful!
- I love that what we do changes lives for the better. I think often about the number of people that my role as an instructor has impacted for the better. What a great legacy to leave behind.
- I love what Wiregrass does for our students in our area and talk to others about all we offer! I feel Fitzgerald needs our college - to help improve our community workforce, to give our people more options to improve their lives...
- I maintain professional dress, conduct and manner. I try to avoid negativity.
- I make sure to talk to my previous students in the community, making sure that they finished their degrees, that they like what they do, that they know that they can come back for more. I am also careful of the way I talk about my frustrations and that I show the best side of every situations and deals with personal issues on a personal level.
- I prodly wear my uniform and Wiregrass shirts out in the public and here at work walking around doing my job I always smile and say hi to all not matter what.
- I project a positive attitude in every day. When you begin to be negative about where you work then it is time to look else where for work. I believe in this school and what we have to offer. I feel we can be THE technical college in the state by which all other institutions will want to model themselves.
- I project a positive attitude when informing others of where I work and my role at Wiregrass. I let them know what a great career I have and if they want a change in job or career I will inform them of job opening at Wiregrass. I remind people of the importance of an education and point out that no person will ever be able to take away the education they have earned. It is a positive accomplishment that will last forever.
- I project by example. If a student requires a moment of my attention on my personal time I give it to them. I stop and answer questions and encourage them to visit the campus and try to establish a definite day and time to which he or she will visit. I do my best to present WGTC in a most positive light even when we are not shinning so brightly.
- I promote Wiregrass to test candidates, represent Wiregrass at community events, wear my name badge after hours while shopping, give great customer service skills
- I promote the programs & financial aid prospects when meeting new people.
- I share information of all the great things we have going on at our college. I discuss placement rates and new programs with people I see.
- I speak my association with Wiregrass with pride, and enjoy the discussion everywhere I go..

- I speak positively about Wiregrass when out in the community.
- I speak to community partners in a positive manner. I put all frustrations aside and try not to air the dirty laundry to those that don't need to hear it.
- I tell students all the time that if they encounter hang-ups most of the time it's the college trying to introduce new programs and ideas and the kinks are being worked out.
- I tell students daily they can do anything they set their minds to, no matter what. I also remind older students everyone was where they once were. Everyone was scared to come back to school after so many years. I also work extremely hard to help each and every student that comes in with a problem.
- I tell the truth, the truth is positive.
- I think in talking with people in the public about our school and the great things we are doing helps people want to come here or learn more about here.
- I think we have a fine institution and I am proud to work here. I hope people see that in me.
- I try hard to always share the positive to everyone I run into and talk about Wiregrass everywhere I go
- I try not to say anything negative about the college, the programs, the budget, or other instructors. I also make it a point to explain policy not comment on policy.  
I try to stay positive. My mindset is that there is nothing happening in and around Wiregrass that the student has any control over. I reinforce to anyone I talk with that if a student enrolls in one of our programs, WGTC is committed to seeing that student graduate, and find employment. Period.
- I try to be kind and cooperative when working with others at the school. I think treating people as you would want to be treated goes along way.
- I try to be very positive with students and assure them we are working to make sure they receive assistance when needed. I try to show a positive and friendly attitude within the school and also in the community.
- I try to discuss only the positive aspects of WGTC with any friend or member of the community.
- I try to have a smile on my face every day and be helpful if the students have a question or needs directions. Try to always be friendly with everyone!!
- I try to keep a positive attitude no matter how bad or good a day I am having.
- I try to not get into this North/South division (that unfortunately still exists,) and to positively reinforce that we are all one institution working towards the same goal - providing better lives for our students!
- I try to show myself friendly and become a person they feel they can come to for answers, or atleast get them to the correct person.
- I try to sign up for as many speaking presentations as possible! I love WGTC and our program and everywhere I go, people ask me about our program.
- I try to speak highly of what we do, but also who we are. People don't realize that when you complain about the personnel of the college, no matter how good the product is the students don't want to come. They fear being involved with either the same poor quality personnel described, or the negative person telling them about the personnel.
- I try to talk to people that are thinking of going back to school to come to Wiregrass and tell them what great programs are available, always helping students that need help whether they are in my class or not. I have had some stop by and ask me about their assignments even though they were taking the class online and not from me. I gladly help anyone that needs it.
- I will be the first person to brag on WGTC and to intervene in a negative conversation about our school. People can talk bad about our school and I can overwhelm them with things about how great our school is. People tend to give up on the conversation of negativity after I join in.
- I will tell anyone that will listen about how rewarding technical education is and how much it can and will change their lives.
- I'll spend a bit of my day meeting students and speaking with them about their program. I'll listen to their anecdotes and offer my assistance. I let them know that if they need any assistance with resume writing, researching, etc., I am always available. I let them know who I am and what I do.
- In everything that I do I think of Wiregrass first and how it would impact the school. I am careful not to say anything negative about our school to the community or the students.
- In out I do my job and what I say when I am in the community
- Just being positive; not joining in on the speculations of things that are going to happen
- Looking in the mirror every morning and deciding to have the best day ever, each and every day. You always have the choice on whether

you are going to make this a great day, or not.

- My actions and overall positive attitude within in my teaching style projects a positive attitude about Wiregrass. I think that students base much of their opinion about this institution on the attitudes of the instructors. By being positive, respectful, helpful and patient, we can project that attitude on a daily basis.
- My pride in working here; word of mouth; sing WGTC praises whenever possible.
- No Opinion
- Not run the school down in the community, be positive, and "listen" to what the public is saying. Try to be a positive voice and convey problems back to "appropriate" administrators.
- Off campus, I promote our programs to high school students that I know.
- One of the ways that I project a positive attitude about Wiregrass, is through my encouraging new students to attend Wiregrass. I have a good attitude when potential students call me about attending Wiregrass.
- Only speaking positively about our mission and results to the public sector. All suggestions and criticisms must be strictly within structure. I "ride for the brand."
- Positive comments; helpful to others who need information; being available
- Positive new changes. Those in leadership positions acknowledging those that are not on the same level as they are.
- Promote all the programs in the public when the opportunity presents itself.
- Promoting Wiregrass's Mission and meeting goals.
- Smile, follow up with students in a timely manner, demonstrate appreciation of fellow employees, speak positively about Wiregrass throughout the community
- Smiling and always being upbeat about the things we offer and the services we can provide.
- Some people are unhappy working at Wiregrass. But I admire them not showing it because I never know how unhappy they
- Spreading the word about the different programs we have.
- Talk about Wiregrass every where I go every chance I get. Wearing my name badge in the community prompts a lot of questions about our school and programs.
- Talk to family members and friends of the advantages of having a diploma or certificate from Wiregrass
- Talking about the good things we do instead of always being negative
- Talking with potential students about wiregrass and how we have the best instructors in our fields.
- Thanking people verbally, email them with a thanks for assistance, and proving that I am team member as we build a work relationship together.
- The way I answer the phone, the way I speak to co-workers and students and people in the community.
- Through dedication and compassion for my job, my profession, and my students
- Try not complain about our problems to the general public. Let people know we offer life-changing skills. I like to push nursing... one can get a diploma in an area that is constantly growing with excellent salary and job opportunities. And... it doesn't take four years to get it!
- Try not to listen to the gossip and try to ask the person repeating it if they have all of the facts.
- Trying to always display a positive attitude.
- Wear the badge proudly
- When I am in the public, I recruit! I let the prospective student know that WGTC is an excellent choice for their education.
- When speaking in the public, I try to promote our school and what it can do for the students to as many parents that I can.
- When talking to others in a social setting and in public
- by talking about the good things that we have going on
- in every thing i do wiregrass does'nt need bad talk only positive

- in every way.
- smile and conversations

2.21) How can you promote the Foundations' scholarships to students?

- By offering the information to them
- When out in the community or speaking with students individually.
- flyers and posters in classroom
- After we have orientation, we should send a reminder to students via email about scholarships.
- Apply this knowledge to everyday life in the classroom, especially when counseling students.
- As an instructor, I am not familiar with all the foundation has to offer. therefore, when I see a need, I simply direct the students to our foundation representatives.
- Become familiar and make announcements to the class about the scholarships during the first few days.
- Being new I need to be sure what the Foundations' scholarships are and what the requirements are to receive them. Maybe an email with this information could be sent from time to time to keep everyone updated.
- Building a relationship with students is the first step, to identify their needs .. to anticipate. This is very important. Also the instructor needs to be aware of programs the Foundation's provide so that they can offer it to students that need it.
- By awareness of what they offer.
- By donating individually. By mentioning the opportunity to each student.
- By giving and attending the fundraiser events and encouraging others to give and go. I have, at times, been a part of the campaign to enlist others to give.
- By making students aware of their availability. It would be good if the Director over the Foundation visited with students and met with students and instructors to explain the scholarship program. I personally do not know much about it.
- By making sure I mention it during advisement. I also believe we should have a printout/advertisement that we can give to them. (if we already have this, I do not know about it and that is a problem)
- By mentioning them anytime financial aid is discussed.
- By telling them about the foundation and letting them know we do have scholarships available.
- Continue funding and by encouraging others from the community to do so as well.
- Continue to make them aware of the scholarship opportunities available through the foundation because some students do not know what is available to them.
- Continue to mention what the Foundation offers when a student makes reference to needing assistance.
- Continue to tell them; maybe foundations can create an informational flyer to give to students
- Contribute monthly and direct students in a crisis or with specific needs to assist with their success in the programs.
- Don't know enough about it
- Encourage industry partners to "buy-in" to the product of what Wiregrass promotes.
- Give me a flyer with a brief explanation of what they are and who they are for and will be able to share with students.
- I already do. I mention the Foundation to students in need.
- I already promote them as much as I can. Again if we knew more about the scholarships, processes and procedures, etc. it would help.
- I already tell students about the scholarships and send them over to the Foundation office for more information.
- I always tell student that they have options for aid from the Foundation. I'm confused that we still have two foundations considering this is one school. We should be trying to help WIREGRASS students not Valdosta students or Fitzgerald students.
- I am always telling students who express they are having troubles financially to please go and talk with financial aid to find out what our Foundation might can do to help them.

- I am not sure what scholarships beyond GED are offered
- I believe this should be done in Financial Aid for EVERY student that applies. They should be made aware and even assisted for scholarship information.
- I can ensure faculty are informed of the opportunities and knowledgeable of the various ones- they are usually the first to know if a student has needs. In the community and by word of mouth, I can discuss them with others.
- I could post more in the classroom and in Angel to advertise; I could also talk about it on the first day of classes or schedule for Penelope to come visit the class
- I don't know anything about that.
- I dontate to the Foundation.
- I evaluate students for the HOPE Scholarship and whenever a student is determined "ineligible" I mention the Foundation's scholarship to give the student other options.
- I forward students to the foundation for scholarship
- I promote it now, by making students aware of it, when I it is communicated to me.
- I really haven't in the past. Will work more diligently on that by using my social media pages and personal relationships.
- I think sometimes we are not reminded of the scholarships. We know we have them but, we could be sent reminders.
- I think that having healthy and open communication with students allows them to share with us if there is a need. We can then in turn share that information to those who are in need.
- I think that we need more information about the level and types of scholarships that are available. I am not really aware of any specifics, and typically just ask students to contact the Foundation to see if they qualify for assistance. If we knew details about the specific scholarships, it would be much easier to promote them.
- I was unaware there were Foundation scholarships until I read this question.
- I would do whatever -- distribute materials, participate in essay contests, whatever was asked.
- I would if I had more information about it and the permission to do it
- I would model the way in which the Foundations' scholarship program has been promoted to faculty. I know little of the details.
- If they are having financial difficulties send them to the Foundation first before just dropping them.
- If we have a student that comes in the bookstore during first of semester and can't pay for books mention to them about scholarships available through the foundation.
- If you know that a student is struggling financially, make them aware of the Foundation
- Include information in orientations. Discuss with the student during advisement.
- Inform each class of the scholarships.
- Information should be offered in orientation packet.
- Just make people aware of them that have or are students here.
- Keep eyes open for needs and help the student access the Foundation. Share the information about the Foundation to students and prospective students.
- Keep them informed.
- Knowing my students and mentioning scholarship opportunities when I see them struggling.
- Learn about them and share that information with others.
- Learn more about the foundation and what it actually has to offer those that qualify.
- Learn more about them.
- Let students know about them. Most are too lazy to apply.
- Let them know about it every semester

- Make sure that students are aware of the scholarships and encourage students to apply for scholarships if they need one
- Make sure students I come in contact with know about this, particularly students who cannot attend without financial assistance.
- Make the computer desktops scroll reminders of scholarships/deadlines (as well as financial aid info)
- Making more students aware of the Foundation and its purpose.
- Maybe put information about this in a power point during student orientation.
- Mentioning the foundation to needy students when appropriate.
- Mona lets me know if I can assist her in any way.
- My office does inform students about scholarships when students come to withdraw for various reasons. If we had available scholarships on a document we could print and post, that would be great!
- N/A
- N/A I refer them to their Instructor.
- No Opinion
- Not sure
- Not sure - not enough information about the Foundation to make a comment.
- Posting flyers around campus ie. classrooms, boards that are in various locations and also the televisions.
- Provide printed copies of the information to the students and invite the financial aid department to come by to speak with my students.
- Put money into the Foundation; listen to the student and refer to the Foundation department
- Putting it up on bulletin boards and other common spaces for students to physically see.
- Reach out to those in need and explain the purpose and assistance of the Foundation
- Send students to the Foundation for scholarship opportunities.
- Sometimes I have students call and inquire on the choices they have for paying for college and I always refer them to the Foundation web page or their office for more information
- Talk about the opportunities that are provided by the Foundations' scholarships as they are publicized by flyers or employee emails to me.
- Talk with the students and let them know that there is other available assistance if they can not receive Pell or HOPE.
- Tell struggling would-be students that if they want to attend badly enough, there are ways and means to get there.
- Tell the students about the scholarships each semester.
- Tell them about it!
- Tell them about it.
- Tell them in class
- The process adds additional stress on faculty. The students are required to get a letter of recommendation from faculty and this is not always easy to create when they tell you the day before the due date. I would like to encourage these scholarships more but due to the additional work load I don't.
- This is a resource I utilize often with my students.
- This is something that I feel needs to be done more. Students hear about it at the orientation and then that quickly is forgotten about. Students should be reminded constantly that if there is a need that the Foundation will try to help. That's what the money is there for.
- Through our website, student announcements, and ask the instructors to share at advisement day.
- Through recognition of recipients of scholarships. Periodic reminders or fliers to remind students of the opportunities for scholarships.
- We can make sure the information is readily available in our office and refer students to points of contact if a student is in need.
- We do this

- We promote all scholarships regularly to our students.
- We tell students about it in orientation. Social media does a good job of telling them. We need to make sure the bookstore tells students in the bookstore and instructors notify students.
- When a student needs assistance for paying for their books and have already been to the financial aid office I send them directly to Mona to see if she can help them.
- When flyers or emails are sent out, encourage students to look at them. Post flyers to draw students attention.
- When students come in wanting me to sign their drop forms because they can't pay for a class or a book I tell them about the many opportunities the Foundation gives in the forms of scholarships. Students think they have to cross a mountain range to get this scholarship money and even though there's some competition it's not that stiff. Students also think it's a waste of time because they feel like someone on the Valdosta campus is going to win because it's all set up and the school uses the contests as PR stunts.
- When students question cost of books, tuition and fees.
- Whenever a student says that they cannot succeed because of monetary reasons, I recommend they learn more about the Foundation and other Financial Aid resources.
- by discussing them in class
- by telling them about the it and that employees and etc invest in it for them
- checking the websites on when they are due, and advising our students of the dates and how the Foundation can assist them with these scholarships.
- just tell students
- n/a
- no comments
- pamphlets in class
- posting announcements and mentioning this to students
- share the great news to them
- talk talk talk Radio ,TV
- word of mouth during advisements and general conversations

2.22) In what ways are you involved in the Institutional Effectiveness process?

- I do tracdata
- Making sure that my position is fulfilling its part of the mission of the college.
- As far as I am aware, I am not involved.
- Assisting my supervisor with Assessment data and IPEDS reporting
- By being a team player during re-accreditation time, helping our department reach our goals, being a team player on committees, responding to surveys, etc.
- By participation in surveys, questionnaires, and by referring students to advisors, deans, and tutors or the student success department.
- By providing documentation to I.E. upon request
- By supporting the QEP.
- By supporting the instructors and WGTC in this process.
- Collect and enter data into Trac Dat and try to find ways to improve outcomes.
- Collecting data for outcomes
- Collecting data, analyzing it and sending it to the proper places.
- Collection of data.

- Committee
- Complete an IE Plan, provide information and data
- Completing my job.
- Completing surveys and answering questions.
- Department IE plan, annual mission statement approval, strategic planning when requested, policies/procedures, etc.
- Developing student learning outcomes and tracking semester results.
- Doing my job effectively, collecting data, and participating with meetings to understand the process to make sure we are "relevant" in the educational process..
- Don't know enough about it other than seeing the posters and words.
- Everyone plays a vital role in this. If our IE is low then we are not doing our jobs.
- From the WGTC website:
  - Program/Functional Unit Level
  - Evaluation and review activities which assess the degree to which the mission and goals of the program, function, service, or activity were met during the review period
  - Recommendations reflect efforts to enhance program and unit effectiveness and/or efficiency

At this time I instruct students in the course materials which have been chosen by program coordinators, give assessments, inform the program director/coordinator when I believe the exams do not adhere with the course materials.
- Helping decide on what is measured, and how we can use the findings.
- Helping students obtain educational foundation by obtaining their GED.
- I am a WGTC staff
- I am collecting data and making sure that they are valid and relevant.
- I am extremely instrumental in the IE process from working on SLOs, SACSCOC narratives, reviewing policies/procedures, and keeping current with SACSCOC policies and procedures.
- I am involved by being more effective in my job. Let me do the job that you hired me to do and let me do it well and reward me for my efforts. You will then receive A+ quality work to which our students and my coworkers will reap the benefits.
- I am involved heavily with IE and love the process
- I am involved in data collection, data entry, and data interpretation. As a program, we work together really well on this.
- I am involved in the Technology side of it by providing support and technology.
- I am mostly involved in the AA component in program SLOs/PLOs and ensuring they are accurate, up to date, and meaningful.
- I am not
- I am not directly involved with the process. I utilize the assessments for my area; however, I do not collect the data.
- I am not involved in the process. I have not been asked to be involved in the process.
- I am not.
- I am responsible for the department's IE Plan and its implementation.
- I assisted with coming up with the objectives and means of assessments; I help gather data at the end of the semester and I proofread before it is entered in TracDat.
- I attend programs that the college promotes and I encourage the students to attend.
- I collect data for my program as well as enter data into TracDat.
- I devise assessments, collect and report data, analyze data against stated outcome goals, implement practices to improve student learning as measured by the assessments. I was also involved in selecting the QEP topic.
- I did not know there was an Institutional Effectiveness process other than QEP for SACSCOC accreditation.

- I don't know that I am.
- I have input to the goals and objectives of the college
- I have written narratives for the compliance standards, prepared reports, and entered information into TracDat.
- I measure certain areas and collect and compile data for my program.
- I participated in surveys when deciding the topic and logo. I look forward to being able to receive possible professional development as it may pertain to me through the QEP.
- I provide instruction, then take students to competition that puts that instruction to the test. My students have won said competitions, there my effectiveness, as well as the institutions, is, for lack of a better term, effective.
- I serve on the Marketing, Graduation, and Social Committee
- I was on a committee.
- I work with my supervisor to document the progress made each semester toward our stated goals.
- I'm a manager so very involved.
- I'm not. There are not enough resources in the form of technology or budget to provide students with any advanced classes.
- In-class announcements and during advisement appointments
- Involving myself in this survey. Learning techniques on how to enhance student learning and progress in the classroom.
- Just making sure I do my job.
- Keeping data updated
- Making sure I am familiar with the College Mission, QEP and Institutional Effectiveness.
- My job
- N/A (3 Counts)
- NA
- None (2 Counts)
- None.
- Not much yet
- Not real sure other than doing my job to the best of my abilities.
- Not sure
- Not sure.
- Not sure.
- Objectives are in TracDat and monitored yearly or when a student survey is published.
- Only in terms of SACS accreditation.
- Part of my daily job.
- Preparation and tracking of TracDat
- Provide feedback during the process of evaluation and planning for re-accreditation and in the fulfillment of the college mission.
- SACS/COC data reporting, QEP, pretty much all aspects.
- Some of the ways that I am involved in the Institutional Effectiveness is by encouraging new students to attend Wiregrass and good customer service.
- This survey and serving on committees.
- Through assessments of my students skills and retention of those skills throughout the program.

- Through demonstrating or/and promoting the mission of the college.
- Through involvement with instructors and in overall meetings.
- TracDat input;
- Very Little
- We look at our test results and do item analysis to see where we can improve our instruction on certain concepts. Then we work together to see if any changes need to be made.
- We report numbers via TracDat at the end of every semester. We will use the data to improve the next semester of classes.
- Writing SLOs and measuring the benchmarks, recording information in Tracdat.
- assessing SLOs and evaluating student performance
- collecting data and finding ways to help and correct learning problems in your program
- na
- not
- on the finance committee.
- oversight of program IE plans
- participated in QEP door decorating contest, collecting data
- right now our program is going through its accreditation process and we are working with Dr Kelly to accomplish this
- through Tracdat
- unsure
- very involved

2.23) How could we improve advisement at WGTC?

- By offering more advisement days so that students have a better opportunity to complete their program successfully
- Make sure people in my oprogram know what the program is about and what it takes to graduate
- Put people who know the program of study in the correct advisement place. My student assistant said that she could not get in touch with her advisor for over two weeks after leaving messages and emails and finally had to go to another instructor for advisement. She said she knew more about what she should take than her advisor and was charged a late fee when it was not her fault she wasn't advised in time. She is not the only one that has complained about this instructor. Her \$25 late fee should be refunded because \$25 is gas money for her to attend school.
- Adequately train the staff that do advising or have a department dedicated to Advisement
- Admissions needs to handle new student advisement. Each program could give them a list of classes. Also, some students need to be stepped through the process of actually registering for the 1st time.
- Advisement centers.
- Advisement goes well once the student makes it to the instructor but we loose some of the students before class actually starts.
- Advisors should be trained more about the differences in degree versus diploma programs and the basics of HOPE, Pell, and financial aid awards.
- Again, by being at events within the communities.
- Again- I think returning students are best in the hands of faculty. I think it would not be hard to have a one-stop shop for new students. Listings of first semester starts (classes) allows for anybody to register a student. They would still need to meet the instructor so a relationship can be forged, but I think students would feel more committed to come if they were registered as soon as they clear the testing and etc.
- All programs to advise their specific program ONLY, do not require faculty to advise programs they are unfamiliar with the requirements

and/or progression. Advising based on a worksheet is unfair to the student and the faculty. The student might as well read the form and follow the sequence without advisement. I can't be an expert in all programs but I can be an expert in my program. Who better to advise my students than me?

- Allow the programs to advise students; students may have their questions answered more effectively and efficiently.
- An advisement center with highly skilled and trained advisors would improve the process immensely. This would also allow WGTC to take individuals who are not being used effectively to be placed in a position where their skills are better utilized.
- An advisement center would be MOST helpful. See comments above.
- Assign each student an adviser at admission. Allow the adviser to meet with the student discussing his program and have semester mapping printed to pass out during the meeting. Enroll the student at advisement.
- Be sure to use Degree Works in the process and schedule uninterrupted individual times with students to review their progress, discuss concerns, etc.
- By having an Advisement Center for students to go to after they have been Accepted.
- CUSTOMER SERVICE-some people may not need to advise. Everyone needs to at least understand the importance of how you treat people.
- Classes should be cancelled for those days. Impossible to conduct class and properly advise students on the direction their lives are taking.
- Create a central advising center on each campus. Also, either move first semester advisement back to student affairs or make scheduling advisement sessions with instructors a more simple process.
- Detail understanding
- Don't know enough about advising to make a comment.
- Educate more on rules of PELL, HOPE and programs.
- Educate students more on what advisement is and what their role is in the process
- Establish an Advising Center on each campus, a central place where every student would know where to go for help.
- Even though I am not directly involved in that area, that is something I seem to hear about often. I have first hand knowledge of students not being advised correctly and suffering consequences that were not their fault. I believe that advisement is one of the most critical keys to setting up good retention and graduation rates...quality in=quality out. If we give students bad information, it will be near to impossible to regain their trust and respect again, as well as the multitudes of people they tell about their bad experience. Two of the three instances I know of first had resulted in the student going to a different college.
- Everything is great
- Faculty must be committed to advisement. Advisement center perhaps?
- First, the admissions department has got to stop sending us students who are not ready to be advised. Many times they come into my office and are not even in the system yet. I cannot advise a student when I have no information on the student.  
Next, the "still have class but advise" days are ridiculous. I cannot schedule and advise students while having class at the same time. Some of our departments need assistance with advisement due to the sheer numbers. For example, I know an instructor (not me) who has over 150 students on her advisory list, and yet she has to advise them by herself!  
Degree Works has got to work! Banner has got to work! Why is it that every semester during new student advisement, we decide to take Banner offline for a few days to do an update?  
We need information in a timely manner. At least once per semester, we will get some kind of "special" instructions for advisement. The problem is, those instructions come two or three days AFTER the advisement has started.
- Full use of Degree Works. Well-trained advisors.
- Get a better Allied Health advisor. Create an Advising Center, as I mentioned above.
- Get rid of the gimmicks. Market the product we have which is good quality education and not come by and we will give you a watch.
- Give campus Deans carte blanche to introduce proven methods that have worked in the past. No campus is the same; one must adapt to one's environment.
- Have a group that strictly advises students. Make sure this group has the same training on advisement so that everyone is on the same page.
- Have a set time, separately from classtime for it.
- Have admissions, financial aid, and transfer credit completely processed before sending new students to the advisor. We are required to use DegreeWorks to advise students. Students who have not been processed through the system do not have updated information in

DegreeWorks or their records cannot be accessed in DegreeWorks until 24 hours after they have been cleared in Admissions.

- Have short advisement meetings specific to programs
- Have the advisors at the campuses where the students attend classes.
- Having more people in the Admissions office that can assist students when they have questions
- Hire full-time "salespeople" that are trained and versed in all aspects/departments of the College with their SOLE purpose being to stay in the community promoting the College and they report back to the respective departments for them to handle the follow-up..and if these positions were ever created, I would LOVE to have one:~!
- Hire professional advisers.
- I am effective in advising in my field. I am not effective when doing other programs. I am fearful that I might say the wrong information when I do not work with the students in other programs.
- I am not really sure on this. I don't do any advising but I'm sure there are ways to improve on it like anything else.
- I believe degree works training may help with this
- I dont think that it is a good idea that Admission department is advising students. If Instructors are going to advise, I think that they need more training. Some students are taking too many classes which cause failing. Others are taking too many course classes in one semester; for instance, if a student is weak in English and Math, he should not take both of those classes in the same semester. We need to listen to the students more.
- I have no issues with the advisement process.
- I like a flexible approach where everyone is involved. People in student affairs shouldn't tell students that they have to make an appointment with their instructor/advisor. Grab the student, bring him into your office, advise him and register him immediately. I often register students outside my program area if need be. Let the admissions office be a "one stop shop" where a student can arrive with nothing and leave with a schedule and a booklist.
- I like the concept of a centralized advising department.
- I think the college is already doing a good job with advertising.
- I would like to see a true advisement center which provides definite hours for advisement and is staffed by individuals who are thoroughly trained in the requirements for each program.
- I'm not involved in this.
- Instructors should be availale to assist students even if during class times stop for a few minutes and assist that student. Possibly go bacck to having admissions advising for first semester but with intensive training so they fully understand the programs.
- It helps when admissions knows the hours of advisors. We were given a schedule of the hours the advisors were available this semester and it helped so much. We could go ahead and make the appointment for the student once they were accepted and they knew exactly when to meet with the advisor.
- It would be helpful to have staff dedicated solely to advisement.
- It's hard to do when you are teaching and trying to advise. It takes up class time. So we need to either have an advisement day for current and new students when there are no classes or think of another option.
- Let admissions advise first semester students. Actually advise and not just say here is the schedule and the classes you need. Have an advising center.
- Let our individual deparments advise our own students
- Let the VA rep advise the VA students. Utilize DegreeWorks!
- Let the programs advise in program students
- Let the students have access to degree works as well. Give the student a checklist and hold them accountable as well. Degree works is a wonderful tool to have in place and let the perosn who is an specialist of that program be the one to advise the student.
- Like everything else more time on advisement would do a better job
- Make advisors more available - or start an advisement center so that students can always be helped if they need to see an advisor.
- Make sure admissions personnel are familiar with all programs. Don't let a potential student leave without speaking to an instructor or dept. chair for their program of interest.

- Make sure all student advisors are knowledgeable about Wiregrass programs, policies and processes to best help students. Make sure we are consistent with advisement each time, each semester, each campus, each year.
- Make sure emails are sent out of when certain advisers for programs are going to be on campus. Students like to talk to their adviser in person, NOT ON THE PHONE! I can't count how many times I had students wondering around outside of admissions leaving message after message with Diane Merritt or Dondra Holloway.
- Make sure the advisers are at the school and in the area they are supposed to be in during the hours posted or given to a student. If one gets a phone message return the call. I have worked on the the signing day when we would call students and that was the biggest complaint was advisors would not call them back.
- Making it easy to apply and get into classes, not having the new students running all over the campus just to get into Wiregrass. A one stop shop.  
The first person a new student sees should be a happy person that is not sitting behind a computer. The greeter should be walking around and happy. Not sitting down A greeter not a phone operator, or someone looking at a computer inside the admission office and at the desk in front of bookstore.
- Making sure there is enough help available on advisement day
- More TV spots.
- More advertising at local businesses.
- More trainings, everyone needs to be on the same page and have the same information.
- N/A (2 Counts)
- NA
- No Opinion
- Not known at this time
- Not really qualified to answer. But, if we steer a student in a particular direction, make sure we can provide that career.
- Only program instructors and coordinators should advise for their given area. I know nothing about business, so therefore I have no business advising a student about it (with or without a check list).
- Only putting students in online classes because they like the delivery and not because it fits their schedule.
- Pay attention to the students. Students are sent to register, with holds on accounts, they are run half across campus. They are frustrated and angry, they don't understand why. Listen to the students! Just because someone is educated doesn't mean they know how to advise a student! Sometimes Listening is ALL it takes.
- Provide correct information. If a student's point of contact does not know the answer, please contact the appropriate department by phone and email. The students are receiving incorrect information about standard school policies and procedures. This makes the student wander around and get frustrated. Students will also pass incorrect information to other students. Also, many advisers already go above and beyond (such as walking the student to where they need to go).
- Provide more advisors for the students. Some instructors are teaching many classes and advising 100+ students on their own. It would be nice to have advisors available at night for those students that work during the day.
- Reach potential applicants where they are. On the job, in the car, etc.
- Recent changes to advisement, to me, has really improved it. In our meeting with Roy, he mentioned that students should not take all core, but should also take some of their program classes if possible to keep them from dropping out!
- Reduce the faculty load to allow the proper time to advise. A good first-time advisement appoint will take 30-45 minutes and we don't always have this which yields an ineffective appointment. I would also like to see only a few weeks set aside for advisement. This will allow faculty to focus on advisement during a set time.
- Revisit and take a look at new ways to advise.
- Set more definite times for this to take place and make sure that someone will be here that can assist if the advisor has problems or if the students have problems getting registered.
- Set up a central location where students can go and get the information they need for their programs. Put knowledgeable employees in this location that will provide accurate information to the students. Some of the Student Affairs Department could be centralized to accommodate this need.
- Smart phone Apps. The future of advertisement is through smartphones, not TV commercials, newspaper ads and radio spots.
- Speaking for my program...I am satisfied with advisement.

- Spend less in the printed newspaper in Valdosta and more their website. Their circulation has been dropping for years and we are throwing money down the drain. For special event advertise there but not for general ads. We need to research our demographics and how these student get information and advertise there.
  - The Advisement at Wiregrass is already good.
  - The advisors need to take more time with the student to explain the process. Students are confused about being advised and getting registered for classes.
  - This is a little complex question honestly there is no one size fits all answer this differs between programs. I can only speak for us in our department in our department it is not possible for us to advise our students in one day. We have students that come various hours and days a week we actually need a week to be able to cycle through all our students.
  - This needs to be done. We need to advise in our own departments. We cannot know every other department. Let students interested in our program come to us or do mass advisement with this group. Set times. If you want this program, you come between 1:00 and 6:00. We'll all be here during this time.
  - Train the advisors to advise.
  - Treat it like a priority instead of a chore that has to be checked off. People are speed-advising because they just don't have the time to complete a more thorough advisement review. However, I hope that using Degree Works is making a difference.
  - Unknown by me.
  - Use degree works faithfully.
- Spend individualized time with students.
- Have an advisement center for students who may want to change programs.
- We can improve advisement with appropriate training to faculty and staff and by increasing student involvement. Use of Degree Works for faculty, advisors and students would help.
  - We could have it be a more cohesive effort.
  - We need an Advisement Center where folks like Nikki Ogletree advise core students throughout the semester, as we have done before. It is ridiculous to require instructors to do this job for other programs, be expected to do an expert job or be written up on a "level 1" for making a mistake. Instructors would not deliberately do something like that but have been threatened concerning this. Faculty has essentially been forced to become a "jack of all trades, master of none". Mistakes are inevitable in this case.
  - We need an advising center with designated advisors. It would be great to have several advisors for Allied Health.
  - We need to make sure we not only promote the new things at Wiregrass (the transfer of credit, core classes, etc) but that we also promote the things that built our college--IST, automotive, welding. We need to spotlight our students. Spotlight what employers say about our students. Spotlight successful alumni.
  - We spent a million dollars on Degreeworks ... and it can't tell time. It will not tell me if I schedule a student in two classes at the same time! There is no reason I need to go to five different screens to advise a student.
  - What gets measured gets done. We should include some metric to the yearly evaluations for those people who are advising. Investigate creating an advising center on each campus to assist students with program questions.
  - When Admissions or the Registrar's office sends students to Advisers, it would be nice if DegreeWorks reflected any changes immediately (new admissions, change in major, transcripts,etc). Sometimes we are advising students blindly because they either don't exist in DegreeWorks or their information is not current.
  - You do well . I don't know
  - advising center; train admissions staff to also advise
  - have a set policy and ensure those faculty members have adequate training and preparedness to do it effectively and efficiently. Faculty needs to ensure repetition of advising to ensure errors are eradicated.
  - just always show passion and care
  - make it easier for the students to get advisement, do some through admissions
  - make the advisement process simpler with advisers being in place, often times students are looking for advisers
  - n/a
  - na
  - no comments

- training.
- unknown
- unsure
- works great

2.24) How are students in adult education recruited to credit programs?

- The adult education staff lets students know when they come in for classes or when they test what programs we offer
- We go and talk to them
- AE advisors talk about credit programs when students are close to completing their GED. There is a new program where student can dual enroll, if they qualify, with the adult education program and a credit program.
- Adult Ed has a transition specialist. I think credit program instructors should visit Adult Ed. since we now have dual enrollment with Adult Ed. This process needs to be explained to faculty and staff.
- Adult Education staff and faculty do a great job in promoting the College and the programs that they see would fit their students
- Adult ed instructors to let them know as they are preparing for graduation. Those that are in contact with our adult ed students can have them see admissions for information about classes.
- Almost all of them. that is why I spend time doing demos for GED and getting to know the students in Adult education. In my opinion our GED students are the most valuable resource the college has for getting more students.
- Announced before student GED test. Announced during GED classes. Adult Education helps transitions students into credit programs.
- As an instructor, I am consistently pushing my students towards Wiregrass. I keep it as an everyday focus. We also have a Transition Specialist program.
- As students take adult education classes the instructor/s can talk to each student about their interests and help them enroll in the program.
- By cross promoting programs to the adult ed students we can increase enrollment.
- By way of completing at least 2 parts of the GED Test, they can start at WGTC in a Diploma Program.
- By word of mouth and touring the MC to see what programs are available to them after obtaining their GED Diploma.
- Classroom visits and introducing to them the many ways that we can educate them. Let them know that we can help change their quality of life through education.
- Classroom visits, posters, etc.
- Classroom visits, speaking to students
- Do community programs, radio/television information or discussion shows, and let them visit programs to see the process to enter a credit program and promote success.
- Don't know (2 Counts)
- Don't know enough about adult education programs to make a comment.
- Don't know enough about it.
- Don't know.
- Free App Day, Admissions, Marketing and PR making classroom visits
- From my understanding they graduate and then are told they can sign up. Their only incentive is the \$500 voucher. They still are lost in the dark about what they want to do. They need to be encouraged to complete a CareerScope assessment before they graduate with their G. E.D. This would give them a confidence booster and make them feel one step closer to being a part of the college.
- GED students are receiving a Hope credit that can be used when enrolled in a credit program
- I am not familiar
- I am not familiar with how they are currently recruited, but I think the best way is through direct, personal contact with the instructors of the programs.

- I am not sure but having them on campus and in graduations helps them see others succeeding at the next level of education and may motivate them to do the same. Tours of both program areas and businesses/industries could be helpful.
- I am not sure that they are actively recruited. That would be my fault as an instructor.
- I am not sure.
- I am unsure.
- I could help in this process more by going to speak with these students about my program
- I do not have an answer for this question. I simply do not know.
- I do not know the answer to that question.
- I do not know. (2 Counts)
- I do not know.
- I don't know
- I don't know that they are.
- I don't know.
- I don't know.
- I don't know.
- I don't understand the question.
- I have had some staff in the past present their programs to AE. I would like to see a time when the AE students are brought in and presented with a brief overview of all the programs. They are a good target since they have already taken steps to improve their education and lives.
- I have no idea.
- I know Sylvia and her staff here talk up our different programs here at the college. Being on campus allows them to visit different programs, too, to decide what they might want to do!
- I know they are given a voucher when they get their GED. I'm sure that helps.
- I personally get to know these students when they come into the bookstore...I'll mention our programs and that we'd love to have them continue their education with the college.
- I talk with GED test candidates and Adult Education students about Wiregrass. I also promote our Dual-Enrollment Pilot program. I make sure GED graduates know about the \$500.00 voucher that goes towards furthering their education.
- I think our adult ed department does a great job of this
- I would hope that instructors speak to these classes. Also, admissions should be speaking to these classes. These students should be involved with activities on campus.
- I'm not as informed on this item but would like it if this was presented in a faculty meeting so we could all know.
- I'm not sure how they are recruited now. When I worked in Admissions, at least once every term (quarter system then,) I visited the adult education classes and promoted our credit programs.
- Incentives when graduating the GED program to put towards college at WGTC.
- It will be good if the admissions person in my county would come to the adult education classroom and speak to the class instead of me having to send individual student to the office for help.
- Mostly through the efforts of the Adult Ed employees. Very few credit instructors try to recruit Adult Ed students on this campus.
- N/A (3 Counts)
- NA
- No idea but hopefully through admissions and instructors.
- No idea formally. But on the Cook campus I speak to them all the time. trying to get them excited about finishing and enrolling in something a bit more exciting.
- Not enough are recruited! The requirement that they finish their GED stands in the way.

- Not known at this time
- Not sure (2 Counts)
- Not sure!
- Not sure...needs to be done...they are some of our most motivated people.
- Not very well. As a teacher I often try to get students to enroll in Wiregrass (credit side). We have discussed the new program being offered (pass 2 GED test and enroll in the credit side). More students are seriously looking at this as a way to early graduation. The VP or Director never comes to the outlying counties to discuss this or try to get students over to the credit side.
- Radio ,TV, career fairs
- Some instructors visit the Adult Education classrooms to make the students aware. All instructors should be required to do this.
- Students in adult education are recruited to credit programs through our transition person or their instructor will refer them to the right person.
- The GED instructors on our campus bring graduates to admissions.
- The adult education instructors would need to advise them of the different programs or send them to the admissions department.
- They are given information by Adult Ed instructors etc. They can participate in functions that are held on campus and in the community such as Wired-up
- They are included in a lot of the regular events on and off campus as well as the different programs going to speak to them about what they offer while they are completing the GED program. The Hope grant helps as well.
- They are informed in their GED classes. They are often referred to me and other staff members for assistance. They are included in some clubs where they develop relationships and really feel like they are apart of the college.
- They are taught with one on one attention to learn the basics and then they move forward after taking the placement test again.
- They are told about the programs while in the classes
- This should be an easy task. They are right on our campus and should immediately start upon their GED graduation.
- Through festivals like Geekfest/Wired Up where students see first had what we do.
- Through transition programs. Based on what I have seen, their seems to be improvement in this area. This should be a prime market for recruiting. I am not sure we do all we can to take full advantage of this group of people who have finally made education a priority.
- Tours
- Unknown by me.
- We currently have dual enrollment for some adult ed students. Betty Smith has also served to assist students to enter credit programs at the college.
- We currently make visits to the adult education classes in the northern region and do presentations about programs. This allows students to gain information about all of the programs available and have the opportunity to ask questions.
- We have the Pilot program, and hopefully instructors are sharing with their students what we have to offer here at the college. It may help if instructors or program directors meet with AE students once a term to encourage them to apply and hand out information as well.
- We need to work on this. We need to let more adult students in the community know.
- Word of mouth and we as instructors also visit them.
- by instructors and funds available to continue their education
- don't know
- dont know. I think they are brought around on tours and we talk to them.
- instructors
- n/a
- no comments
- not sure

- program coordinators present their programs to the GED students; GED students visit programs.
- through arranged recruiting events with the adult education department
- unsure

2.25) What could be done (or changed) to make you feel more valued at WGTC?

- Increase in pay would be nice, but I know that there is a freeze on that.
- A simple "Thank You" from leadership goes a long way.
- Having the leadership to talk with you individually or by email how valued you are at WGTC
- I don't know. You can't make people care about you
- let us know when we do good not just when we're bad
- 1) A raise. Raising my value will make me feel more valued.
- :)))....show a little love \$\$\$
- A raise in pay. Others who are moved around receive raises but some of us have had to take on more duties etc. with no raise in pay. We all know the budget is an issue, but the lower echelon is not gaining employees while the top of the organizational chart is still growing.
- Acknowledge I work here and do a good job. Every once in a while it would be nice for president or vice president to drop by to say hello or even an email saying thank you for what you do but people have to feel their supervisors know what they do or the appreciation is not sincere.
- An overdue raise in salary. This contributes to the feeling that we are not valued, especially when we see so much money going into salaries of administrators. Jobs are being created, seemingly at an unusual pace, so monies are available for this. Highly paid administrators have gotten raises when we don't which does not seem fair. This is a great contributor to the continued discord. More hours/duties are being mandated for the folks that haven't gotten any raise in years. We are continuously reminded that we are required to work 40+ hours per week and we are required to stay late on "Signing Day", for advisory committee meetings, etc. but no loyalty is demonstrated to us for complying. Our compliance is not recognized in any tangible or meaningful way. Common sense tells us that this type of system is fraught with unhappy people.
- Appreciation for my hard work, and an equitable fairness standard for everyone.
- Ask for input on situations that affect us and our students, ask for ideas on different subjects that we deal with everyday.
- Asking our opinions similar to what this survey is doing. This is a good idea
- Be able to talk with the administration more but I know that is not possible at times. There are only so many hours in the day.
- Being able to implement ideas that are generated from our committees.
- Better Salary. While the college is concerned with budgets, the salary for faculty is lower than most of the county school systems in the area for commensurate education levels.
- Better communication and sharing of ideas and plans.
- Better communication. Every major issue that I've had since being here could have been resolved with simple communication.
- Build moral to a new level.
- By not feeling questioned or wrong about my position and the work I am responsible for doing.
- By recognizing that I am a part of the team effort!
- Can't think of anything.
- Consider the fact that I'm hired for my knowledge and teaching/practical experience and let me do my job rather than constantly trying to add to the load with faculty meetings, etc.
- Continue to ask my opinion. Find a way to engage each employee.
- Continue to involve each staff/faculty member in decision making around the college.
- Don't know

- During annual evaluations, re-negotiate salary
- Employee appreciation, instructor of the month, flex time, rewarding of good outcomes, punishment for those who are failing / not doing what is expected,
- Give us reasonable training for our positions. Right now it feels like we just jump through hoops to get the training hours in that HR requires. I would much rather have training that will benefit me and the students we serve.
- Give us some of the small gifts we used to get. Celebrate our accomplishments more as a college.
- Go back to merit increases, espeacially for those that were encouraged to continue and expected it at the end of completion. What do they do for those that have exceptional evals or get positive feedback?
- Greater inclusion in discussions and decisions, particularly those that relate to my area of work.
- Having Senior staff understand more about what we do in our programs and how much we put into it to make it the best it can be.
- Having the opportunity to work on projects that matter would make me feel more valued.
- Having the president at one of the satellite campuses at least once a week and not just all the time in Valdosta.
- I am a valuable asset at WGTC.
- I can honestly say- I feel valued here.
- I could get a raise
- I do feel valued.
- I do not need anymore Tshirts.....please please please.....I would love to see an employee/faculty/staff of the month. Get caught doing something "GREAT" for WGTC. Give them recognition, free lunch, spotlight, anything.
- I do not think we need more employee awards. This causes more division.
- I do the same work, and often more, as others in positions above me (as do many others), but have yet to be promoted. I feel when an employee exceeds expectations continuously and has taken on additional responsibilities year after year, a promotion should be considered. Otherwise, employees who do an excellent job and make a contribution feel they will never advance here at WGTC.
- I don't have an issue with being valued.
- I don't want to be valued by Wiregrass, I have the respect and admiration of my students and coworkers. I want to work one job, pay my bills and not worry about at the 20th of the month do i eat lunch or put gas in my car.
- I feel I am a valued member of the team here. However, I do sometimes get the second class citizen feeling when talking with the academic faculty -vs- the technical/industrial programs faculty
- I feel like I'm a valued person at WGTC.
- I feel that I put my all into what I do and already feel valued. When I go home at the end of the day, I feel as though I have doe my best
- I feel value at Wiregrass. I have a good working relationship with most of the people here. Dr. Anderson and Dr. Utley have an open door policy. Dr. Utley responds quickly to questions and concerns.
- I feel valued at Wiregrass, I feel we need more communication in the office staff in our dept.
- I feel valued by the people who know the work I do. From people that do not see what I do, I feel it may be hard for them to value me, but that is not their fault. I don't think anything needs to be done or changed to make me feel more valued. Keeping my job is value enough.
- I feel valued enough.
- I feel valued. I think value comes from within, from knowing who you are and knowing that what you are doing is good. Keeping employees informed is a way to show their value. Being considerate of their time (workload), and when possible increasing their pay are other ways to make people feel appreciated.
- I feel very valued and appreciated.
- I feel very valued for the most part. I do see others that do not though. One thing that has been an issue is to treat staff with the same measure of value as we do instructors. Even though instructors see our students each day, students must also interact very heavily with staff members. For example, when we had reductions in force, no faculty positions were eliminated. This really stung for the staff. They were cut, given more duties, and received no more pay. Faculty didn't have any cuts, but some had less students than would support their salary. Then to make matters worse, it seemed faculty complained more than staff who were affected. Another thing that would be helpful is to offer a leadership track. This was initially started but had to be put aside because of lack of funding. Having a leadership track on campus would give those who have no leadership training a chance to get exposure. Requiring leadership to continue communicating with their employees directly. For example, ask Vice Presidents to have meetings with their entire department instead of just their

supervisors. Things just dont get passed down like they should so employees who are not managers feel they are left out of the information loop.

3.

- I get my feeling of value from knowing I helped someone be more proficient or confident in their job or knowing I helped a business become more productive.
- I honestly love my job and hope to eventually have the opportunity to move up in my career with Wiregrass.
- I love my job and find great value in doing the work. The Allied Health Department was in considerable turmoil this past year because of multiple, rapid, and ill planned changes. Many of these changes that were implemented were with little or no thought to the instructors expertise however, the worst part was they were planned poorly and created confusion for all involved including the students.
- I recieve by value in work from the students and their success.
- I think alot of people do not feel secure in their jobs. Some people are job scared. We need to know if there is job security as far as keeping the job or not.
- I think the faculty and staff needs to be given more praise, let everyone know (I'm answering this for everyone) when they are doing a job well done.
- I truly don't have an answer for this.
- I understand why we can't get raises (for now). But I have never worked for a company that didn't (at least) give a 3% raise. However, I appreciate that we are getting a "bonus" this month.
- I would like to be afforded more autonomy about my time when I am not in class.
- I would like to be treated as a professional. Sometimes, I feel as though I am being "tracked" or constantly accounted for.
- I'm actually pretty happy. We should all be able to find value in our work or figure out a way to find value.
- I'm not really sure. We are constrained by budgets and policies so I don't have an honest answer for this one.
- I've worked at the peak of my abilities for four years without a pay raise or the opportunity to advance.
- If I got a raise in pay that would make me feel more valued as an employee here.
- If i am doing a good job look at my pay scale and compare to others in my area and see if there is a big difference in my pay and theirs and see what cred. they hold and compare to mine if they are the same then take a look at the pay difference.
- Improved Communications
- Incentives/raises.
- Increase in salary.
- Increase my salary!!!
- Just a kind word or a little apprecation would go a long way. We know we won't be getting a raise.
- Less gossiping and more professionalism.
- Let ME run my program. I know my students, I know my classes, I know what my industry expects from my graduates.
- Merit raises for exceptional job performance
- More recognition from higher ups
- More suggestion boxes make employees feel like they matter. Now whether or not the suggestions are being heard is the question. Bring them up in faculty and staff meetings and give answers of why it can or can't be done.
- My boss is good about showing her appreciation to the staff.
- N/A
- NOTHING except we need to be contacted before high school classes are taught. The reason is the pay scale for adjuncts is very low and we cannot find skilled people to fill these jobs.
- Not sure
- Nothing

- Nothing at this time. I feel valued, appreciated, and part of an organization that is making a difference in the lives of students.
- Offer increases. Pay the staff appropriately. Don't ask the staff to bring their own food for an Employee Appreciation Luncheon. Also don't discuss work (QEP) during our Employee Appreciation Luncheon. Earlier this year when we had our luncheon everything was about the QEP. We couldn't even have the short period of time to feel appreciated without discussing the QEP.
- Opportunities for advancement, fair salary for all employees.
- Pay. More autonomy with decisions pertaining to my department.
- Payed for what we do rather than asking us to do more and not paying for it.
- Please stop ignoring the part-time teachers. Most of us are better teachers than your full time teachers, we are better prepared to teach because we do possess teaching credentials and have the education beyond that of most.
- Raises : )... Distribution of job duties. More promotions for those who work hard.
- Recognition. I have been involved in things in the community that WGTC knows about, and yet have never recognized me for it. I have stepped in and helped with some major issues, and no one at the top has any idea. I have done a few things that would put WGTC in a very good light statewide, and even possibly nation wide, yet no one here seems to care. In fact, a few things that I was doing, that was good for morale and was known to have helped people here, I was asked to discontinue. In other words, your contributions are not valued by us. I understand that we cannot get a raise, but a pat on the back around my peers would go a long ways.
- Salary increases, merit raises, stop bringing in new faculty who are paid more than faculty who have worked for 10+ years.
- Should be compensated for your value to the organization not for which job title you hold.
- Showing you care for us and our work we do for WG: listening to our suggestions, telling us personally when you hear good comments about what we do.
- Sitting down talking to me. Stop by our individual areas and say hello. That assures me that I am somebody. Degree or not. Look at pay. Some are making way less than those who do not have degrees as well. Talk to those who do not have a degree and encourage them to get one and the importance of having one or several.
- Someone who understands the workload and would help to find ways to make things work more efficiently.
- The job I do is a behind the scenes job and it not "generally" understood". That can be frustrating, but it's what "I" have chose to do. Its what i have always done and i don't look for attention. Which means I am also fine with anything acknowledged be done quietly. There are times that the sacrifices made seem to be a one way street, but i guess that's life. I have a job
- The work i put in the Department/Fulltime
- This is one of the best organizations I have worked for. I do not question my value.
- This sounds petty, but one thing that has been a huge complaint from many employees is that we cannot even be given a lunch without having to bring our own covered dish which doesn't make an employee feel appreciated.
- To be valued, I don't feel as though my presence is valued. I think the pay is below industry standard and those concerns are not addressed. I feel like administration could care less if I leave or stay, they feel as though I am easily replaced.
- To have my ideas heard and considered more often
- Treat everyone the SAME because everybody is somebody important.
- Treat me like I matter. If you say something mean it. Example: NO one is getting a raise, then NO one gets one, not someone special, because they are better at the job in your eyes then I am? or they have a special friend. (people have big mouths) Small things matter, believe it or not. Parking places, Thank-you in the hallway, small gestures, administrative assistant day (even if that isn't my exact title).
- Trust the experts of their fields and allow them to continue to prove how valuable they are when supported.
- What will make me feel more valued is for my colleague not think that we are not an asset to the school when we play a valuable role in the college.
- You could stop treating me like I am not relevant or that I can be replaced at by anyone. I can be and I know that but I would still like to think that you prefer me to someone else.
- advancement opportunities - more than more responsibilities without more pay.
- compassion for one another, again this is hard because we are so big
- compensation; no change in the last 7+ years, waiting patiently but it does make you feel as though it was not of importance through all the changes instruction has endured.
- cost of living pay increases...

- get advancement and higher pay. let us evaluate our supervisors
- have a once a year recognition ceremony for retirees, and leavers
- i am fine
- increase program morale and ensure subordination does not occur within programs
- more emails for a job well done
- more support from administration
- not have us buy stuff for our own employee appreciation luncheon, give incentives for jobs well done
- not sure

2.26) How can the Foundations improve the support they provide for both students and programs?

- I think the Foundaiton does a good job of providing support for our students.
- Many students do not know that our Foundation may can help them so we need to make sure that the word is getting out.
- Visiting more business community leaders in our surrounding counties
- Advertise how the foundation helps students, increase revenue for the foundation from local businesses.
- All the times I reached out to Foundation for student assistance, it was a positive experience. I can not say thank you enough for the "miracles" that are enabled because of the help given.
- Assist with childcare for students who meet the requirements.
- Better strategies for disseminating information on what they provide.
- By being more engaged with business and industry in ALL communities. I think there is money available but perhaps we are not fostering those relationships as much as needed.
- By having what they offer more accessible to students.
- By offering more scholarships to halp students in GED classes pay for their test(s).
- By raising more money for scholarships and/or tuition offset. Seek corporate partners who will contribute both equipment and money to WGTC to benefit students.
- Communication
- Creating a sense of ownership in the help that we provide to struggling students.
- Demonstrate tangible products
- Do not spend money on the employees - spend it on the students! I get upset when they give us 'gifts' and the students are in need of book money and other items.
- Don't know.
- FOUNDATION IS DOING A GOOD JOB.
- Foundation is doing a great job assisting students.
- Get more info out to instructors and staff and not at at the last minute.
- Get more information out to students & advisors. Many students say they have never heard of the Foundation.
- Get the word out to students on the ways help can be provided and ensure that all WGTC faculty and staff know too.
- Having financial talk to new students that come in letting them know about the foundations and how they may can help them. Maybe have a student speak to other students about ways the foundation helped them at a lunch n learn.
- Helping more of the sutdents that you know are dedicated to completing their education. We have so many that misuse the funds provided. The cost of books and supplies are going up and the students end up dropping due to financial aid, however, we know that some quit as soon as they get their refund check.
- I do not know of any.

- I always tell student that they have options for aid from the Foundation. I'm confused that we still have two foundations considering this is one school. We should be trying to help WIREGRASS students not Valdosta students or Fitzgerald students.
- I could benefit by having more information on the specifics of what the Foundation can offer so as to give my students the correct information regarding the help that they be able to receive.
- I do not know as much about the foundation in the south, but I believe they probably do a great job just as the one in the B/C region does. They do so much for our students.
- I do not know.
- I don't know a lot about how Foundation funds are used. Again, I think it would be easier to promote the Foundation if we knew what funds were available, and could guide students to apply for specific assistance.
- I don't much about the foundations.
- I feel that they are doing what they can do.
- I have no knowledge of the working of the foundations.
- I have nothing but praise for the Foundation.
- I think our foundation does a great job with the students. Maybe a little more publicity would help. Many students do not know what the foundation is nor how it could help them.
- I think that both Foundations currently do an excellent job at providing support for both students and the programs.
- I think that the Foundations need to look at the impact of the monies they spend. When they assist students, do the students remain in school? Do programs grow as a result of investment?
- I think the Foundation North does an excellent job. Cannot speak to the Foundation South, but I would think they do as well.
- I think the Foundation should send out informaton twice a semester about thier services.
- I think the Foundations do a great job.
- I think the foundations are doing an outstanding job. Our students utilize these services and appreciate them very much.
- I think they are doing a wonderful job.
- I think they do a good job.
- I think they do a great job.
- I think they do a wonderful job!
- I think we have an awesome foundation that goes above and beyond to help the students.
- I would just like a sheet/pamphlet advertising the Foundation that I can give to students during advisement.
- I would like the foundation to provide more scholarship opportunities.
- I'm not sure on this. All I know about the foundation is that they get money to give to students and departments. I dont know how they support these things.
- Increasing the quantity of lending library books they offer for students
- Instead of offering more scholarships and aid, increase the amount of value to the current ones.
- Make more information available, i.e. promote the foundation more. Many of our students don't know about foundation assistance.
- Make sure current oppotunities are provided each month/term as needed to Student Affairs offices. Make sure our front-line people and initial points of contact with students are well-informed and can provide incoming students with more information.
- Many students are not aware that the Foundation is available.
- Market what they can offer more aggressively.
- Maybe some type of promotional giveaway with focus on the Foundation supporting the activity. This could be a t-shirt representing the College with Foundation support identified on it. These t-shirts are also walking advertisements for our College
- More interaction, meeting with faculty to explain, and meeting with students.

- N/A (2 Counts)
- NA (2 Counts)
- No Opinion
- No suggestions for improvement at the present time...each does a great job!
- Not Sure.
- Not mandating that support be provided only to full time students.
- Not sure
- Obtain more donations from faculty, staff, alumni, other individuals, businesses, industries, foundations, and grants. Find new ways to let students know about scholarships.
- Offer more financial aid assistance to people that are struggling financially, but really are serious about their education
- Over the years, they have always been very helpful in helping students. I'm not sure the students and staff fully recognize the opportunities they offer. With the budget restraints, I would like to see them fund needed equipment when no other resource is available. In addition, new program starts are tough with adjuncts only. Maybe fund a position for a year or so to allow ownership and for a SME build it until it is self-supporting.
- Provide more assistance
- Raise more money!
- Send faculty a brochure of what they offer and what criteria is necessary to qualify.
- Southern foundation does an excellent job
- Students are unaware for the most part that we have a foundation, and what it can do. Only when we as instructors recommend the student seek out help from the foundation, do they become aware of it.
- Survey students and programs to find out what would be most helpful.
- The Foundations provide a great deal of support to the students. I don't remember a time that students have been turned down by the Foundation for help.
- They do an excellent job now.
- The foundation does a great job and they are visible
- The foundation does an excellent job in supporting both, but we as employees can do better in communicating the services that the foundation provides to the students.
- The foundations have been very supportive to the school as a whole. Thank you Foundations!!!
- The students need to be aware of what the foundation does and how it helps.
- They are already doing a lot for our students - we just need to make sure we tell our students...
- They are doing a great job, Because my budget has been cut so much the foundation can cover cost for some supplies that my budget can't. Plus providing services such as the fisherman's fund and books for students when they cannot afford to pay for them.
- They do a fine job.
- They do a good job
- They do a great job already.
- They do fine.
- They give scholarships, and help with books, gas, etc. I think they do a great job.
- To help everyone who has a valid need and not just some people.
- Unknown at this time
- Unknown by me.
- When we speak of the Foundation, it is usually in passing terms. And, the impression is that we look to them for money. If that is not their

sole source, then there must be miss-communication as to their role/partnership with the college.

- be more visible in academics
- by making sure the funds are well-deserved and well-placed (which I think they probably are)
- n/a
- no comments
- none
- the Foundation does a great job Mona Paulk does a great job they have help me keep several students gave me wiregrass give aways for car shows and highschool visits
- unsure

2.27) As an employee of WGTC, what do you think is one of the most critical areas of need this college should address?

- Increasing enrollment
- The practice of allowing everyone to work on the team. Not chose who you want.
- When people call financial aid for instance (Valdosta campus iin particular) their questions should be addressed and the person should not be told over and over "Go to the website" and look for the answer. When someone has a particular question (say for instance they want to know about student loans and want it explained to them, they do not want to hear "Go to the website" even though they have kept asking the question to the person more than once. They might be in their car and not have access to a computer at that moment. In this particular instance the person called the BHI/Coffee campus and R Thomas was very helpful in explaining everything to them. Customer Service has to be at the top of what we do as an employee in any department.
- low morale
- we somehow need to regain passion for our jobs and trust our leaders - we have lost that
- A lot is being done now and is hard to determine any other suggestions at this time.
- At this time, low enrollment
- Attitude and customer service!!! Make people feel appreciated and they will do more than is expected.
- Building up faculty moral.
- Collaboration within and outside the facility's walls
- Communication (2 Counts)
- Communication and support of faculty/staff.
- Communication and teamwork.
- Communication can always be improved. It has gotten much better, but there is always room for growth.
- Communication within our own department. The president can only do so much. If employees feel that their superiors will not support them, then morale will and does suffer. Which tears a department apart and causes a rift bt co-workers where no one wants to come to work.
- Communication...
- Community perception and employee moral
- Control of the program budget. This is hyperbole, but it takes \$100 worth of effort to purchase \$1 worth of consumable materials. Many times I simply purchase materials out of my pocket because the system is so cumbersome. If one can be trusted to tens of thousands of dollars in inventory, and the keys to the school, then that person can be trusted to spend a reasonable percentage of their program budget each month via some type of reloadable VISA card. Inefficiency is so demoralizing!
- Customer service in every department.
- Customer service needs to be emphasized in ALL areas of the college for both internal and external customers.
- Declining enrollment in some of our programs. Building stronger instructional teams who trust and respect each other. Offer new programs or certificates.

- Do not punish the group as a whole for something everyone did not do. Go to the person that is doing wrong and have them attend training in a certain area not the ones that are doing their job and using the proper guidelines.
- Don't know
- Employee morale and a feedback system.
- Employee/Instructor morale. The college is nothing if it cannot have instructors in the classrooms who are excited about their jobs, who are motivated to do a great job, and who are allowed to do their job. You cannot continue to make major changes in the college without killing the morale. You cannot change leadership and administration every year or two and expect instructors to feel good about their job security. You cannot have two different deans making decisions for the same program on different campuses and expect it to work. You cannot demand that your employees be motivated and expect them to comply. I have been an employee here for many years, and I have never seen morale this low. As administration, I have heard the comments that everyone loves working here and morale is good. That may be what the top is being told, but I hear what is on the "common" level. You want teacher morale and motivation to be lifted, then give us something to be motivated about. Give us a morale boost. Stop implementing change after change after change that makes no sense!
- Enrollment (3 Counts)
- Enrollment and communication
- Enrollment and how to keep the numbers up. Bringing the programs here that people are interested in, but right now the building structure is the issue and is being addressed.
- Enrollment is a critical issue some programs are doing okay and others are hurting bad at this time these programs should really be promoting their programs extremely hard at this time. Everyone should be promoting the school but some areas really need to tighten up and start pulling their load. this is my opinion not trying to make anyone upset but I was asked. I feel that certain people employed here with certain titles are extremely overpaid for what they do and on the same note there are some that probably should get a long awaited raise. I think that if certain people took pay cuts that were more in line with what they do that it would help the school in the long run. This is only my opinion for what its worth. I do feel that Dr. Anderson will address this and I have total confidence in her ability as president to do what's best for WGTC. She was smart enough to have MTC in financial shape to loan this college money when it was needed so I feel she is more than intelligent enough to get us where we need to be given time. Like I stated this is only my opinion not trying to offend anyone.
- Enrollment services and retention.
- Enrollment.
- Enrollment. We are all aware of our issues with enrollment and it has to change. As an employee I see this and want to do whatever I can to assist with increasing enrollment.
- Ensuring that courses are offered each semester so that students can graduate on time and we don't lose them to other schools.
- Evaluating our terms of enrollment and competition with other schools. We had four terms then changed to semesters to better compete with VSU, then we split two of the semesters to compete better with technical colleges and other schools that are using terms! Having A and B terms is confusing to many students and is a problem for certain groups of students. Splitting semesters has caused many Veterans to lose funds.  
Some research is needed to determine the best option for WGTC as well as our students.
- Faculty Salary
- Faculty morale, the burden of leadership, nepotism, lack of accountability and communication. To master these concerns is to master our largest concerns--enrollment and retention.
- Faculty/staff raises and increased bandwidth.
- First, retaining the students already enrolled, and second, recruiting new students. This drives everything else we do.
- Focus on programs for all the comm
- Get the finances under control so the employees can at least get cost of living raises, and not thinking the solution is a year or two down the road. Make the hard choices now.
- Getting buy-in from faculty and staff for a vision and direction to take this college. It seems that some people want to do their own thing when they don't agree with the new initiatives. It takes everyone supporting the vision of the president to make a difference.
- Getting students in and keeping them here until graduation.
- Getting students in, but not just getting in students but training students well, and us doing the "best " job we can. Training students well, and being good examples, will make more people want to come here.
- Have the personalities in admissions and financial aid departments that will be pleasant and patient and know that we are here for all students. Show the love of our college and try to help those that might not have help at home to guide them. We talk customer service now let's put that as a top priority.

- Human Resources and Career Services
- I believe that there are a few areas of concern, but enrollment and the upcoming CCG funding may be the one that is the most critical. With State funding on decline over the years, local funding provided by tuition and etc becomes much more important. With budgetary issues covered, resources needed to grow and maintain current programs improve the college overall.
- I really do think that communication is a critical area. I think it has improved as a whole in the time that I've been here, but that we could do more to be sure that all employees are on the same page.
- I'll have to think a while on this one. MOST critical need - again, instructors on campus to complete the training program as quickly as possible. So much time away from the home campus looks like no one attends there - the more people on campus the more desirable it is for others to chose to attend. Students are social & want to be with others. We've got to rebuild the training programs and it will not occur over night. WORK THE COMMUNITY.
- If you want to attract, keep and graduate first class students you need first class faculty which we do for the most part and first class labs which were are lacking in several department at this time.
- Improving communication among and between campuses and departments. I do feel that this has improved in the recent past, but we still have room to improve.
- Improving student retention and graduation rate. Pay more attention to the needs of the students. Don't be afraid to make changes that will make Wiregrass better. Eliminate high position jobs when ever possible. Better teachers are needed in the classroom. Make sure they are prepared for the job
- Increase enrollment
- Increased enrollment. We wouldn't be here if we don't have students.
- Increasing enrollment and improving customer service. These go hand in hand. I believe we still have a lot of room for improvement in the customer service area.
- Increasing enrollment. We need a task force working on this.
- Internal discord; Better teaching schedules for instructors; Less micromanaging from administrators;
- Its critical for our AS programs to be able to transfer to 4 year institutions.
- Keeping up with the latest technology, not only in the classroom, but also in office areas.
- Lack of communication; in some cases the communication is not directly from the person so the information is inconsistent.
- Lack of faculty support. I feel that our only concern is administration.
- Listen to your junior personnel. Invest in them instead of hiring so many other people, and commit to them instead of having everyone spread so thin.
- Low enrollment
- Low enrollment - unfair distribution of duties
- Making sure that business and industry needs are being met, recruit for programs with critical needs shortages, and maintaining a budget that can support the needs.
- Moral. I'm sure everyone likes a little pat on back, good job.
- Morale
- Morale of all its employees.
- Morale which can be improved with a raise. Some of us are starving and we would at least like to be able to buy groceries and pay the light bill.
- Morale, it's very low.
- Morale. The morale seems to be very low.
- Morale. Everything stems from the motivation and morale of the employees.
- Morale. I think the morale is low and that administration isn't listening to the heartbeat of the institution. While the students are important, if the faculty and staff are unhappy it's like an unhappy mother/child relationship. When the faculty feel valued, happy and safe they will thrive therefore the family will thrive. When people who have been with an institution for 15+ years are leaving for new endeavors this is a red flag that there are some vital issues not being addressed.

- Moving some administration around was already a smart move.
- N/A
- New employee orientation!!! There is no surer way of ensuring instructional failure than to set a new instructor loose without ANY training pertaining to how to navigate the institutional road. Basic training on where to find important information; a tour; etc.
- New students.
- Newer computers
- Non traditional students need to be accountable to a standard that recognizes the fact they are non traditional students.
- Not willing to address this question.
- Online course testing procedures.
- Our computer system! it is horrible! it goes down. we have blocks on things students and instructors need. Our computers need updates, we need more bandwidth, students complain constantly! they have projects and they have to go outside to get help. We are either a college or we are not? The second thing: COMMUNICATION, we don't communicate around here at all!!
- Our reputation. I believe something has hurt our reputation. I don't know what damaged our reputation but we really need to focus on making it better.
- People should check their messages at the end of the day and return calls. So many calls complain about this
- Provide correct information and support student academic success. If a student's point of contact does not know the answer, please contact the appropriate department by phone and email. Students who have previously failed a course or have a bad academic standing, should not register for online courses.
- Quality of instruction; students' work ethics.
- Recruitment
- Reduce Administration. The majority of the faculty and staff are upset at the level of administration and the (close to) six-figure salaries. Many of us have not seen a pay raise in 7+ years. The second greatest area of need is to pay for higher levels of education. We are an educational institution and the college should promote and reward higher levels of education.
- Respect for each others position, ideals, and comments.
- Restructure of administration. The economy is improving and the enrollment will continue to drop. The school cannot continue to maintain the level of administrative staff and I personally think we need to have another riff. I hate to see anyone loose their job but if that is the only way to reduce administration we have no choice. I know the new president stepped into a mess but a riff is the only way out. Not furloughs that just prolongs the inevitable. 30 employees Deans and above salaries is 5.2 million dollars of our i think 12 million dollar budget . That is almost half the budget on administration and the other half is faculty and staff which is hundreds of employees. The school is finding ways to increase enrollment with high school enrollment but even that has a limit.
- Retention
- Retention and Graduation - enrollment is nice but not if we can't graduate them.
- Retention rate!!! Enrollment is at a low but it lowers when we lose students and that says a lot to potential students. They wonder why everyone is going to MTC. The nursing program is in need of a major overhaul. I've heard a lot of complaints and even some students talking about dropping and transferring.
- Salary increases for deserving employees.
- Staying positive and working together to build up all our campuses' enrollment!
- Student Success - center for students to receive counseling, tutoring, etc.
- Student apathy. I think this is a nationwide problem. Students, especially young students don't see the value of learning or of education (especially beyond as a means to make money) and I would love to at least address that negative culture about learning at some level. Education matters. Having an educated workforce matters. A workforce that engages in critical thinking and expresses cultural empathy. I would love to see Wiregrass campaign against the "just get the piece of paper" mentality that is rampant in higher ed.
- Student needs- it is hard for students to make three day a week classes
- TECHNOLOGY  
If monetary can not be given annual, please think of a reward system for the dedicated faculty/staff so that they feel they are appreciated.
- The biggest one right now I feel is enrollment. If we can get enrollment up, I think that would be a major plus for the college. I feel that in Coffee when the new building is built there should be an open house and let the public see and visit the building. Tables could be set up to give out information on the programs offered. I think when people see the new building rather than the trailers there will be more

excitement and interest in attending.

- The communication between the community and businesses that support each campus, thus acknowledging the differences and needs of each location.
- The need for a positive attitude because that impacts absolutely everything else. That is something to be demonstrated daily (more so that suggested verbally) so that it spreads and eventually becomes ingrained in our culture. When people are happy and positive, it shows. Not only do coworkers notice, but students and community partners do too. Who doesn't want to be happy anyway? Most people do. Most want to feel good - feel uplifted - and feel valued. When one is positive, s/he finds the positives in others too, builds them up, helps them feel valued and appreciated, and it continues with a domino effect until it becomes part of the Wiregrass culture.
- The student count is the most important issue/area that should be addressed. I'm not telling anybody what they need to do though because I know that ideas are being thrown around about what we need to do. The problem is that there are so many different possibilities of why our count is so low. Job conflicts, money, family, transportation, medical reasons, economy in general, etc.
- Too many high dollar chiefs - not enough indians.
- Transportation.
- Upgrade our technology/computer labs.
- We need more students.
- We need some type of step raise incentive plan for employees.
- We need to address the core classes in Allied Health. Are students being passed and is our reputation a "anything goes" type of school in this area. The core classes curriculum needs to be thoroughly reviewed (this is the rumor and appears to be true)
- We need to look at programs that no longer are viable and figure out how to make them viable again or close them. If it means getting new instructors, then that's what it takes.
- communication ( lack of )
- core completion and new student recruitment
- employee satisfaction
- enrollment
- morale and trust
- more effective communication and tell supervisors not to call with gossip
- pay
- recruitment and retention; customer service
- recruitment and retention
- try new ways to attract new students, student numbers is #1

2.28) What more can WGTC do to help you feel more secure on your campus?

- Let me carry a gun
- Make sure that all of the outside security lights are working.
- Offering another training on the campus
- Additional lighting in parking lots
- Are we talking about job security, or safety? Job security - We talk about student retention and how that will help the college. What about employee retention? We watch as several great instructors leave, and no one asks why. When several in one department leave, and yet no questions are asked of those in charge of that department, it makes you wonder if employee retention matters to WGTC. Why are they leaving?  
Safety - I will just say that I hope I am never mugged in the parking lot of WGTC. There is absolutely no presence of security most of the day on my campus. When they are here, where are they? Do we have a number to call?
- At this campus we need a way to communicate between rooms such as an intercome service. Maybe routine walk through by security, etc.
- BHI campus does not have day time security. Bryan is not on campus all the time. This makes us vulnerable.

- Better locks and doors in the out-lying counties
- Building 800 needs an intercom system. Or, a better way of communicating during disaster drills than a bullhorn!
- Communication. There is limited access a line of communication/phone/ intercom to law enforcement/security when wanting more information in the event we have a code black. It is very scary. I am worried that we let our guard down too easily. We need to be able to get information in the event of a crisis. More training and information.
- Communication...again!
- Constant communication from the upper management of issues and such to keep down on the rumor mill. Providing help in areas of need, there are some departments that have an overload of directors, admin assistants, etc. and some that have no help at all.
- Continue to address safety issues. Some type of alarm system is critically needed to get the message out when we have emergency training or occasions such as tornado, fire, active shooter. Especially with outside buildings, there are limited ways to reach everyone and get them to safety. If instructors are in the classroom teaching, they are not going to see an email or text message about emergencies. All areas need to have access to required emergency notifications.
- Currently, I think we do the best we can with the resources and budget we have available for security. Continue the various annual drills on each campus, be open to feedback when concerns come up, and encourage students to wear id badges in some fashion to know who belongs on campus and who does not. If budget allowed, more security presence, lighting at night, parking lot cameras, and emergency phones, etc.
- During the rift we lost almost half of our police officers. We need more UNIFORMED police on the campus. They need funding and training and equipment.
- Feel secure already
- Find more effective ways to share emergency alerts. I know this is complicated but it would be tragic for someone to miss an alert and have a negative outcome. Also be sure that offices are arranged so that staff can easily exit if needed. You may reconsider maintenance opening the doors to offices in the mornings. It is convenient to have the door open already, but is it safe, especially in more remote office areas?
- Gates that only open when ID card is scanned. Right now anybody can walk into our school and blast away. We need a check point with a metal detector at the front entrance of the CHLC. I'd hate to run our guests away making them feel like their boarding a flight but we can't be too careful when it comes to our students' lives.
- Hire more security staff so that their presence is known.
- Have a full-time public safety officer. There are days I don't know who I would call (other than local police) if we had an emergency. Perhaps hire a part time person in admissions to float between Fitzgerald and Douglas. There is a lot of pressure because it is difficult to be out for leave time or family illness.
- Have a more responsive lead security officer.
- Have our security officers walk around campus
- Have security here at all times.
- Have someone in Security present throughout the day, and being able to find him or her if needed
- Having more visible security officers around campus.
- Hire more security so they can be visible and cover each part of the campus.
- How about the security person not coming to my area for the first time a couple months ago and saying "I didn't know this was back here." THIS ACTUALLY HAPPENED. We need more presence. The last guy that was in charge of security was constantly around I don't see our current people at all. This is very scary considering the number of school shootings that happens in this country.
- I am not really concerned about the security on campus I feel as though we are as safe as we can be in the times we live in. I have Terry on speed dial so at night when I am here I can get him quick if needed. To me this is not really an issue at this time.
- I am not sure that there is much that can be done with current funding. Perhaps officers from the Sheriff's department could be welcomed to drive through when on patrol. Campuses are at risk for attack. That is a part of our lives now.
- I could carry a weapon, but since I know that wont happen i feel wiregrass has done what can be done to ensure my safety
- I do feel safe on campus. I think if there was more of a presence from security then it would make others feel safe. Students would also be more aware of the Security Department rather than just the office to pick up the parking decal.
- I do not feel insecure in our present facility, nor threatened by anyone from outside.
- I don't feel insecure on my campus. I'm not afraid to walk in the dark or be alone on campus. I have more concerns with job security than I do with my personal security.

- I feel as secure as I can without being armed. Our program utilized open bays with direct access to the public. so unless you are willing to put in a motorized gate that we can keep closed at all time except when recieving or returning a vehicle we will just have to accept the risk and do our job as best as we can
- I feel as secure as possible on an open campus.
- I feel pretty safe, especially after the last active shooter drill
- I feel safe
- I feel safe here been on this campus over 5 years and only 1 bomb threat.
- I feel safe, but I think many people feel afraid to speak for fear of repercussions.
- I feel secure
- I feel secure now if you are talking security.
- I feel secure on WGTC campus/
- I feel secure on my campus.
- I feel secure. (2 Counts)
- I feel secure.
- I feel secure. I appreciate the lengths the college takes to keep faculty, staff and students safe.
- I feel sucure here on campus
- I feel the administration does provide a safe and sercure work environment. I don't believe there is anything additional that WGTC can do in this area.
- I feel very secure.
- I felt fairly secure until that Active Shooter training, where people in charge of it ran around with a microphone. I'm pretty sure they wouldn't be there during a real shooter event...
- I have never felt threatened at work or insecure. From a perspective of overall security the student IDS are a plus.
- I thing the campus is very secure.
- I think Security is doing an excellent job at keeping us aware of different dangers that could occur.
- I think everything that can be done is being done.
- I think that "when we can" improving the cameras would be the best answer.
- I will feel more secure if people would stop bypassing the front desk to come to my classroom while I am conducting class because I don't know everyone who comes to my class. More security and more lighting on the north side of my building.
- I would like to see us have an intercom system that would be in all buildings.
- I'm satisfied.
- I've never felt unsecure here.
- Increase security personel.
- Install an intercom system on every campus.
- Install more call boxes. Our police people need to make themselves seen. Perhaps they should wear badges/uniforms. I know of a situation in which security was needed and we called them and no one was there to talk the call (Valdosta). Police should be seen!
- Intercom system
- Intercom system.
- It is getting better!!
- It's very disturbing to see the number of participants at events on the BHI campus. We need to increase enrollment with students and employee participation.

- Knowing there are armed security forces here most of the time would help. Even reserve people would be great.
- Make sure the parking lots are properly lighted.
- More S.W.O.T analysis and active drills to determine weaknesses and to shore up those observed weaknesses.
- More advanced means of communicating severe weather, active shooter, etc. Also, security personnel on campus during morning classes.
- More drills
- More security desk on campus with someone at the desk. This campus is so spread out it would take a minute to get help if you needed it. Making sure that everyone on campus has security contact information and it is updated as needed. Intercom system, some auto lock doors for parts of campus
- More security. Have them patrol the campus more.
- More streamlined emergency contact process.
- More visibility of Police personnel. Walk the halls, make a presence known.
- N/A
- Not sure I will ever feel completely secure in the world we live in today. But I do feel WGTC has taken many steps to improve our security practices.
- Not sure...sometimes we feel like we are inferior to the Valdosta campus...
- Provide an intercom or speaker system where emergencies can be called out if needed. I still haven't received an active shooter text and I signed up in time for one. It's nice to have, but we need something more dependable in place.
- Provide visible security
- Remove the 'Weapons Free Campus' sign!!! This is an invitation to come on campus because we are unarmed.
- Secure The Front Door @ Night.
- Security cameras, day time police officer, intercom system in the building, and a policy to lock the majority of the exterior doors. To lock the doors, it may be necessary to install a badge scanner for students and staff to enter the building.
- Security until 5pm on Fridays; security on weekends. Pay our security forces more as they play a very important role on our campus and deserve respect and a decent salary.
- So far... so good!
- The Security office does a great job in making themselves present on our campus. Walking around the different building helps to deter any unwanted activity
- The only time I have ever felt unsafe is when I have worked til after 5:30 pm(ex. book sales) and it is dark outside and I am walking to my car. If someone was to rob me, etc how long would it be before someone found me?
- The training drills that have been put in place have been very helpful, we just need to continue doing them as we do, so we won't forget what to do.
- They need to continue to monitor our surroundings, especially outside.
- This is the biggest thing to me. I dont know what could be done to make me feel more secure, but I do not feel secure working on the Ben Hill campus. I know student count is low and the college isnt making much money as a whole. I know that we have had furlows and layoff's in the past. I worry about that because I worry about being able to provide for my family. I struggle on my small salary as it is. I cant afford to take furlow days or be laid off even. Without increased student count there is no way to secure anyone. It also doesnt help when you hear people constantly saying things like "they're gonna end up shutting this school down." That worries me.
- This question implies that, currently, I do not feel as secure as I would like to feel. This is not the case; however, I do see some rather large gaps in the active shooter plan. We've got a major accessibility and containment problem. It is not difficult to plug these gaps.
- Use an intercom system for notification. We know that we are isolated in this respect and worry that important emergency information cannot be delivered effectively when needed. Have security more visible;
- WGTC does an excellent job at this.
- We need a lock down procedure that everyone is aware of.
- We need more qualified security and a better plan.

- We need our Security People patrolling the Campus more, and need more lighting in the Parking Lots.
- We need security during the day not just at night.
- We need to hook back up the intercom system for emergencies or at least fix the alarms. I feel we are placing people in harms way running around for all the drills. I dont know if this will work or would be allowed but have a loud (moody AFB) HORN
- Windows in the classroom doors.
- Work on the security, we are too open and don't really enforce the ID's, which wouldn't work for those that come in to handle different business or issues.
- actually see security WALK around. Use to see security walking campus day and night. We never see them anywhere.
- already doing too much
- intercoms
- intercoms.
- let us know the truth about everthing shoot straight
- more communication than currently.
- n/A
- no comments
- nothing
- students and staff need to wear id/ name tag and have an officer during the day on campus

### 3. PLEASE EVALUATE THIS SURVEY

3.5) Comments about this survey:

- Very detailed survey
- too long
- A bit long
- Allow for the surveys to be saved, so they can be done in short increments of time. It is much easier to find a little time, especially when you schedule is pretty full.
- Feels good to express my opinions....I hope people respond with constructive criticism or positive aspects which can be resolved.
- First, I think we should call this what it is. This is an Employee Self Assessment. Secondly, open ended questions are fine. Twenty open ended questions at one time is a bit much. I've simply tired of the survey. The instrument does not give a prompt to save without submitting. Can this be completed over the course of several days? The instructions do not indicate yes or no.
- Gave the opportunity to provide thoughts and not just ratings.
- Glad to have the opportunity to provide input, thanks
- Good Survey.
- Good questions - they made me stop and think about what I do before I could answer some of them!
- Great Survey...extremely time consuming to complete, but if information from all participants is carefully considered and if there is follow-up on some of it, it will prove to be very effective:~)!
- Have a nice day.
- Hope this is useful.
- I appreciate that there was room to put comments. In the last few years, there were spaces for comments, but not many. :) If you're long winded, you didn't feel like you could completely voice your opinions. I also appreciate that this survey didn't single offices and employees out - that always turns into a bash contest. This was much more positive and a much better way of collecting input. Good job whoever did

this. :)

- I have answered the questions. I hope the people who read them appreciate my opinion.
- I hope it is helpful.
- I like it gave the opportunity to "think" about an answer and not check a box, i hate those. Thank you for listening.
- I like the broad range of questions that allows for people in different positions to be able to have meaningful input.
- I like the survey. WE can express ourselves better and also give ideas.
- I liked the open ended questions that require thought and reflection as well as providing more detailed information. As long as it is and takes to complete- add a save option!. I had to start over after getting partially through it at work (due to constant interruptions) and had to start over at home. After answering the questions- some did seem a little more redundant in nature. Overall a good survey.
- I was prepared for maybe a 5 minute survey, because that is how much time I have when I open an email. This was too long and should have been broken up into parts, or at least been able to save it for completion in the future. I did not complete due to time constraints.
- I wish I had time to read the questions, think about the answers and how they affect me, then come back and reply.
- I would rather have multiple choice questions rather than short answers.
- If we do another survey it needs to be multiple choice. I hate open ended questions!!!
- Like being able to express your thoughts
- Loved giving feedback. Thanks!
- Man did it ever take some to time to complete this.
- No comment.
- None (4 Counts)
- None. (2 Counts)
- Several questions are much too general in scope. For example, question 2.3 asks about "my ideas to plan for the future." Regarding what, specifically? Moreover, I do not think that it is a good idea to require the employee to list his/her campus. The purpose of a survey is to receive information that is valuable; the way to ensure that you receive valuable information is to guarantee the survey's anonymity.
- Some of the content was repeated in other questions, which could have just been combined. I do think it was better than just being able to rate by using numbers.
- Sort of long. Maybe not so many long answer questions.
- Takes alot of time to complete. Mabye break it down into certain area's or branches of departments and comment on each section. We completed a survey a few years ago that seemed to work. I think Bonnie Kelly was in charge and recieved alot of feedback.
- Thank you for an excellent survey that provokes thought, not negativity. This is the best and most meaningful colleague survey I have ever completed.
- Thank you for being interested in what we feel is vital to this college and programs.
- Thank you for requiring us to actually answer/respond how WE can make things better instead of pointing fingers at who we think didn't do it well.
- Thank you for the opportunity to share my thoughts.
- Thank you for the opportunity to vent. Also thank you for the opportunity to brag on my school.
- Thank you for the opportunity to voice my opinion.
- Thank you for this opportunity.
- Thank you.
- Thanks for allowing me to participate in an effort to improve the college.
- The introduction above indicates that the results of this survey will be published. Please allow us to view the results and responses to the items addressed. And our main question is, will this actually impact our workplace to make improvements that we think are needed or is this merely a formality to be tucked away and forgotten.

- The survey presupposes that everything always needs improvement, and that such improvement always involves more demands on the faculty member's time and personal efforts. At some point, a feature needs to be deemed adequate.
- There were several question that could have been combined and several repeated the same theme.
- This is one of the best. I was able to express myself.
- This survey is acceptable.
- This survey took WAY too much time. It is just one more thing for us to have to do. Unfortunately, as with most of the surveys we have done over the years, the general consensus is that this one will not be looked at either. I sure hope we are starting to see a change at WGTC. I love working here, and despite my seemingly negative responses to some issues, I truly want to be a part of the solutions. I will be, if I am allowed to be.
- This survey was good certain parts I feel didn't really apply to me and I may not have interpreted some of the question the same as you meant them but I tried to give honest feedback
- Those are general thoughts. I am not sure how they compare to others and how they can contribute to the big picture. I guess it will depend on the debriefing, or on the way that we will hear about the results from the survey.
- Too long.
- Too much time to fill out at one time. Break it into parts and try again.
- We take this survey every year and every year nothing changes.
- Well written survey
- You still need to ask question about our satisfaction in certain areas, and if we aren't why?
- great survey to help learn about growth opportunities.
- it made you really think about the answers - that's a good thing!
- n/a (2 Counts)
- none
- very thorough!