



LANIER

Technical College

Strategic Plan
2021 - 2025

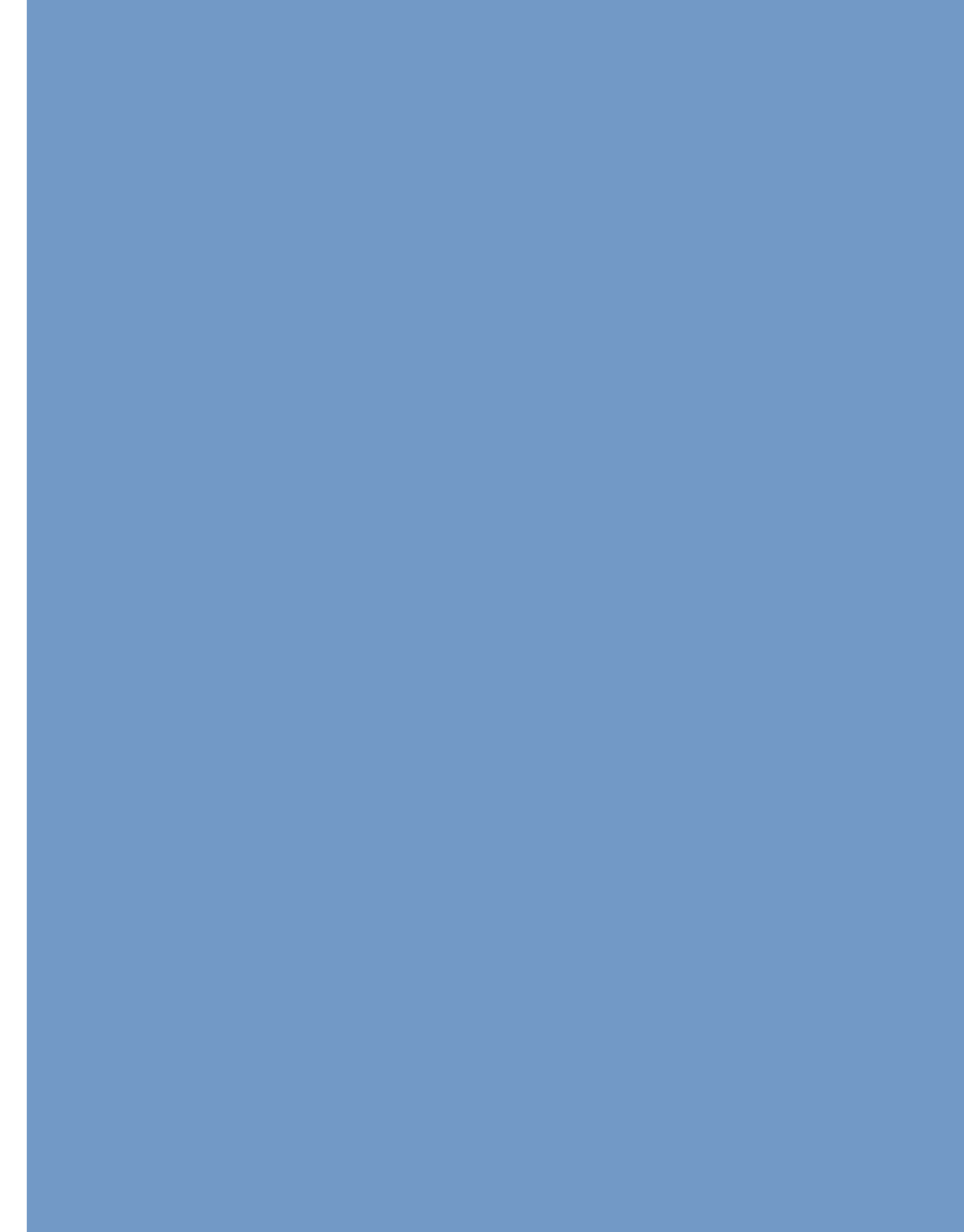


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Mission

Lanier Technical College, a unit of the Technical College System of Georgia, serves as the foremost workforce development resource for Banks, Barrow, Dawson, Forsyth, Hall, Jackson, and Lumpkin counties by providing

- career-technical education programs, offered through traditional and distance delivery methods, leading to associate degrees, diplomas, and technical certificates of credit
- customized business and industry training and economic development services
- continuing education for technical and professional development
- adult education services.

Vision

Lanier Technical College will be the premier provider of postsecondary workforce education in Northeast Georgia, specializing in Allied Health, Advanced Technologies, Logistics, and Professional Services. The college will proactively improve its academic programs, industry training, and adult education offerings to respond to emerging technologies and rapidly changing population demographics while continuing to serve its industry partners. Lanier Technical College will be the “go to” workforce development partner for business, industry, healthcare, and other service providers in our seven-county service area. If there is a sustainable need for skilled workers whose training requires a two-year degree or less, Lanier Technical College will provide a credit or non-credit program to meet that need.



Goal 1: Academic Awards

Goal 1: Provide quality, industry-driven education, training, and support services that prepare students to enter the workforce or continue their education.

Objective 1-1: Academic Awards

Measurable Objective 1-1: LTC will increase total awards (Degree, Diploma, and Technical Certificate of Credit) by 1% over the previous year.

Strategy 1-1A: Program Offerings

Strategy 1-1A: Tailor LTC's program offerings to meet the changing needs of area employers

Strategy Detail: Supported by the Office of Institutional Effectiveness, the Vice President of Academic Affairs (VPAA) and Academic Deans will regularly conduct needs assessments and solicit input from industry partners to analyze emerging needs for workforce development training in Lanier Technical College's service delivery area. Selected programs will be approved through LTC's program approval process, involving the Curriculum & Instruction Committee, the Leadership Team, the State Board of the Technical College System of Georgia, and the Southern Association of Colleges and Schools Commission on Colleges. Additionally, the VPAA will oversee efforts by the Academic Deans to expand the number of articulation agreements in place for LTC students to continue their education at four-year institutions.

Additionally, the college will improve its assessment, planning, and budgeting processes by developing and executing a process to regularly complete five-year program reviews that track trends for enrollment, retention, and in-field placement. These will be complemented by annual faculty profiles detailing teaching loads, committee assignments, etc. These results, along with Annual Plans to be completed in the first two months of the fiscal year will be analyzed by faculty, staff, and Advisory Committees to determine recommended enrollment goals, hiring needs, and improvements in curriculum, lab equipment, and professional development. These recommendations will be used by the Vice President of Administrative Services and college leadership to establish budgets for the coming fiscal year.

Strategy 1-1B: Adult Education Transition Rate

Strategy 1-1B: Improve processes to encourage LTC Adult Education completers to transition to enrollment as LTC postsecondary students in for-credit programs

Strategy Detail: The Academic Deans will establish regular communication with the Dean of Adult Education to determine the best ways in which Academic Affairs staff and faculty can support the Adult Education division in completion of strategy 2-3A. These efforts will include but not be limited to visits by faculty to Adult Education classes to explain and promote LTC's academic program offerings and helping the Dean of Adult Education identify programs that are particularly suited to the needs of transitioning students. The Vice President of Academic Affairs and Academic Deans will also work in close coordination with the Vice President of Student Affairs and Director of Admissions in organizing and delivering regularly offered Transition Fairs.

Strategy 1-1C: Active Retention Efforts

Strategy 1-1C: Develop college-wide strategies for implementing effective retention strategies using both the TEAMS alert system and appropriate professional development activities

Strategy Detail: Development of a comprehensive procedure for use of the TCSG Early Alert Management System (TEAMS) platform, including:

- Faculty and advisor training on TEAMS
- Expanding options available to the Student Navigator when referring at-risk students to other LTC staff for assistance
- Improved communications with identified students using a text messaging platform (Remind 101)
- Opening the TEAMS platform to allow students to self-refer

The college also recognizes that it must foster students' own sense of investment in and responsibility for their success. The Student Navigator will lead efforts for delivering learning events that help students master effective study skills, time management, and financial literacy.

Strategy 1-1D: TEAMS and Academic Support

Strategy 1-1D: Leverage technical solutions to provide on-going and effective support to students as they progress toward graduation

Strategy Detail: Under direction of the Director of Curriculum, Instruction, and Professional Development and the Student Navigator, the college will develop a Phase II plan for the college's use of Degree Works and the TCSG Early Alert Management System (TEAMS).

Degree Works is a web-based, degree-auditing and tracking tool that enables students and advisors to evaluate academic progress towards graduation in accordance with program requirements. Degree Works allows colleges to quickly and easily identify students who have satisfied credential requirements or who need additional courses for completion

TEAMS combines real-time and human analytics sourced from college personnel into a collaborative system designed to enhance academic performance, retention, and on-time degree completion. By receiving automated academic performance alerts, colleges will be able to decrease the time to identify students at risk of failing and intervene appropriately.

Both platforms are currently in place at Lanier Technical College. The Phase II plan will identify additional ways these platforms can be used to serve students and deliver any needed professional development opportunities for faculty and staff.

Strategy 1-1E: Registrar's Office

Strategy 1-1E: Improve student satisfaction with the Registrar's Office through improved services and tools

Strategy Detail: The Office of the Registrar will improve services by adopting new tools that improve communication with students. A live chat service will be made available through the college's web site to assist students as they apply for graduation and complete the process. A text messaging platform (Remind 101) will be used to inform students of upcoming deadlines and requirements. And, the college will deploy a calendaring solution to improve student satisfaction through more efficient scheduling of appointments with Student Affairs staff. The Registrar will continuously evaluate the tools and platforms that students use to monitor their academic progress and manage enrollment – such as BannerWeb and Degree Works – to ensure that they are configured and presented in a manner that truly serves students' need.

Strategy 1-1F: Engaging Incoming Students

Strategy 1-1F: Improve processes to engage incoming students and help them transition to enrolled students

Strategy Detail: The Admissions Office will contribute to increased enrollment and awards through improved processes for connecting with students in application and pre-application process. The Director of Admissions will oversee practices to identify students who are in the process of applying for enrollment or who are enrolled but not registered for classes. Admissions staff will contact these students to encourage them to move forward and offer to provide any assistance needed in order for the students to become registered. The Admissions staff will maintain communications with these students using the college's text messaging platform (Remind 101). Student Affairs and coordinating staff will continuously work to revise and improve. Orientation processes for on-ground and online students at both dual enrollment sites and LTC campuses.

Strategy 1-1G: Professional Licensure

Strategy 1-1G: Provide resources needed to ensure that graduates continue to succeed in passing professional licensure or certification exams at rates that meet or exceed those mandated by programmatic accrediting bodies, and to obtain new programmatic accreditation for new or existing programs

Strategy Detail: Program Directors will provide students with the instructional resources and administrative support needed to ensure they are well positioned for success in demonstrating occupational readiness through professional licensure examinations. Additionally, Academic Deans will provide oversight as needed to direct Program Directors efforts to pursue new programmatic accreditation.

Strategy 1-1H: Library

Strategy 1-1H: Curate Lanier Technical College's services and collection of bound and electronic resources as needed to provide quality instruction across the college's academic program offerings

Strategy Detail: The Director of Library Services will oversee processes that ensure that the college's collection of learning resources appropriately serves faculty and students in all LTC academic programs. Curation of the collections will prioritize maintaining and expanding the range of electronic resources available to students. These processes will include:

- Timely responses to faculty requests for new or updated resources
- Proactive assessment of the age and condition of items, and consultation with faculty on which items need to be discarded, replaced, or updated
- Regular participation in faculty meetings to solicit input on learning resources needed and inform faculty of new products or services available through the libraries and media centers
- Consultation of the Doody's Core Titles database, Choice Reviews, and the Library Journal when developing new programs and maintaining currency of collections for existing programs
- Providing assistance to Program Directors who are navigating programmatic reaccreditation efforts
- Coordinate with faculty to provide bibliographic instruction to students

Strategy 1-1I: Professional Development

Strategy 1-1I: Build pathways and resources for faculty and staff to develop as leaders, scholars, and expert practitioners in their fields

Strategy Detail: Under the direction of LTC's Director of Curriculum, Instruction, and Professional Development, the college will provide expanded resources and professional development opportunities for faculty. These efforts will include:

- Supporting faculty as needed to pursue professional development opportunities that allow them to maintain or obtain programmatic accreditation, ensure successful licensure pass rates, and remain current in their fields
- Expanding resources available to faculty through the college's Learning Management System (Blackboard), including model syllabi, model Blackboard master courses, instructional videos on pedagogical and technical topics, and recordings of LTC training events and orientations
- Developing self-study pathways to help faculty improve in areas they have identified as challenges, with topics including advising, using Degree Works, accessing and understanding curriculum standards, and improving accessibility
- Revising and improving LTC's Online Orientation Handbook for new faculty and academic affairs staff
- Continuing to provide live, recorded faculty development workshops
- Coordinating with Academic Deans to facilitate and record faculty's on-going professional development activities

Additionally, Vice Presidents and Directors in each division will identify and support professional development opportunities for staff.

Strategy 1-1J: Professional Development for CTAE HS Staff

Strategy 1-1J: Provide professional development opportunities for Career Technical and Agricultural Education (CTAE) staff at high schools in LTC's service delivery area

Strategy Detail: The Director of Admissions will oversee delivery of annual professional development seminars to update area CTAE staff of the procedures needed for students to enroll at Lanier Technical College, both as dual enrollment and postsecondary students. The seminars will be used as an opportunity to increase CTAE staff's knowledge of LTC's processes but also to strengthen relationships between the college and school districts in LTC's service delivery area.

Strategy 1-1K: Dual Enrollment

Strategy 1-1K: Increase dual enrollment to match population growth and to provide more consistent service for students in all counties in the Lanier Technical College's Service Delivery Area

Strategy Detail: Lanier Technical College will allocate resources needed to support continued increase of dual enrollment. Increased enrollment will be driven in part by population growth across the college's service delivery area. Beyond this natural increase, the college will intentionally pursue increased participation rates in under-represented counties and at private schools in the college's service delivery area. LTC will also pursue opportunities to offer an expanded menu of Technical Certificate of Credit programs at high school sites. Additionally, the college will strive to deepen relationships with home school officials serving students in the Service Delivery Area (SDA). Providing high quality service for this expanded population will require an additional coordinator and administrative support position as well as additional faculty.

To maximize the benefits of expanded dual enrollment, Student Affairs staff and Deans will work with students and high school staff to encourage transition of dual enrollment students to enrolled postsecondary LTC students.

The college will also expand its offerings of Perkins Programs of Study, which will expand enrollment and improve retention by providing multiple points of entry and exit.

Strategy 1-1L: Simulation Center

Strategy 1-1L: Improve teaching and learning through better use of technology, online resources, and other instructional modalities

Strategy Detail: The college will prioritize learning resources that provide students with state-of-the-art facilities and technologies for instruction. Classroom instruction will be complemented by facilities and pedagogical practices such as the Simulation Center, use of subject matter expert guest speakers, Live Stream classes, and off-site learning opportunities. Additionally, Student Affairs staff will coordinate delivery of focused events such as workshops and “Lunch and Learn” sessions on specific topics that impact student learning.

Strategy 1-1M: Increase Enrollment

Strategy 1-1M: Increase enrollment to match community and workforce development needs

Strategy Detail: All Vice Presidents and Deans will continuously manage data-driven enrollment plans to identify and capitalize on opportunities to increase college enrollment.

Strategy 1-1N: Student Clubs & Organizations

Strategy 1-1N: Improve student engagement through continued support of student clubs and organizations and development of additional clubs to meet students’ new and changing interests

Strategy Detail: The Student Navigator / Campus Life Coordinator will serve as a resource for faculty and staff’s on-going work to support student clubs and organizations that contribute to student engagement. The college will devote appropriate resources to the creation of new clubs and organizations that respond to students’ interest.

Strategy 1-1O: Improved Academic Advisement

Strategy 1-1O: The college will improve graduation and retention rates through continuous improvement to its advising processes

Strategy Detail: The Vice President of Academic Affairs will appoint an Advising Committee charged with identifying strengths and weaknesses of LTC’s current advising processes, and to research best practices and effective models for academic advising. The Committee will coordinate with other divisions of the college as needed. The committee will also be charged with identifying and organizing appropriate professional development, to include training on the nature of advising as well as technical aspects such as use of Degree Works and BannerWeb. Finally, the Committee will coordinate with the Institutional Effectiveness Office to establish processes to assess the impact of LTC’s evolving advising processes.

Strategy 1-1P: Gateway Courses

Strategy 1-1P: The college will review student success in gateway courses and develop strategies to improve success rates in gateway courses that pose obstacles to graduation

Strategy Detail: Lanier Technical College defines its gateway courses as the course within each of the four General Education areas with the highest enrollment. In addition, LTC tracks success rates for BIOL 2113 Anatomy & Physiology, which is a pre-requisite for all degree programs in Allied Health.

The college establishes rates for success in gateway courses using an institutionally developed report that calculates the number of students who completed the course with a grade of A, B, or C expressed as a percentage of all students who enrolled in the course.

The 70% threshold of acceptability of students completing with an A, B, or C is based on LTC staff's interpretation of how grades would be distributed in a class where grades follow an expected distribution that accords with academic norms. It should be noted that the college does not simply strive to raise students' grades to meet the threshold of acceptability. Rather, in cases where the threshold is not met, LTC Academic and Institutional Effectiveness staff analyze the courses to identify elements of its structure and content as well as campuses, delivery modes, or individual instructors where the greatest performance gaps are seen. The results are used to identify areas to concentrate on for continuous improvement.

Objective 1-2: Distance Education

Measurable Objective 1-2: Improve success rates for students in LTC distance education courses by 2% or more annually

Strategy 1-2A: Livestream Courses

Strategy 1-2A: Enhance student learning in distance education with delivery expanded synchronous instruction (Livestream courses)

Strategy detail: Supported by the Deans, the Director of Curriculum, Instruction and Professional Development, and the Distance Education Coordinator, faculty will identify courses that are appropriate for synchronous online delivery to expand the college's offerings of Livestream courses.

The Academic Affairs division will ensure that all faculty teaching distance education courses receive effective training and support on both tools and pedagogical approaches for effective online instruction. Division staff will proactively explore new and emerging tools and techniques to continuously improve online instruction and provide on-going training and support on these as they are adopted.

Strategy 1-2B: Online Tutoring Services

Strategy 1-2B: Expand and improve online tutoring services

Strategy Detail: The Dean of General Education will lead efforts to recruit tutors qualified to provide tutoring beyond Writing and Math and develop an effective schedule to provide tutoring in these subjects both online and in LTC's on-campus Student Success Centers. Online tutoring will be delivered via LTC's Learning Management System. The Dean of General Education will be responsible for ensuring that tutors receive appropriate training during the on-boarding process.

Objective 1-3: Disability Services

Measurable Objective 1-3: Survey results will show that 80% or more of students served agree or strongly agree that the Disability Services Office provides excellent service

Strategy 1-3A: Improved Disability Services

Strategy 1-3A: Pursue continuous improvement of services through revised process, workflows, and use of technical solutions to better service students who self-identify as having a disability

Strategy Detail: The Coordinator of Disability Services will continuously evaluate the office's processes, forms, and tools to be revised or replaced to better serve students

Strategy 1-3B: Universal Design Principles

Strategy 1-3B: Apply Universal Design principles to all LTC courses

Strategy Detail: The Coordinator of Disability Services will lead a college-wide initiative to apply Universal Design principles consistently across the college's academic offerings, prioritizing courses offered online. The first phase of this initiative will be for the Coordinator to complete training in Universal Design and then coordinate with the Director of Curriculum, Instruction, and Professional Development to develop training material for LTC faculty. The Coordinator will develop a schedule of on-ground and remote training sessions that reach all General Education instructors. The Coordinator will work with the Academic Dean of General Education to implement a plan for piloting the initiative, assessing impact, and scaling the initiative across the division.

Objective 1-4: Career Services

Measurable Objective 1-4: LTC will maintain a total placement rate of 98% or higher and the total college in-field placement rate of 90% or higher

Strategy 1-4A: Outreach to Industry Partners

Strategy 1-4A: Increase outreach to potential industry partners across the college's service delivery area

Strategy Detail: Partnerships with business and industry has long been a strength of Lanier Technical College. Nonetheless, there remains a pool of potential partners with which the college does not yet have relationships. The Career Services Coordinator will collaborate with the Academic and Campus Deans to increase outreach to potential partners.

These efforts will include:

- Participation in Chamber of Commerce events
- Systematic review of Chamber of Commerce databases to identify potential partners
- Coordination with Program Directors to ensure information on Career Services are included in biannual Advisory Committee meetings
- Coordination with LTC Conference Center Directors to include information on LTC's Career Services to existing Conference Center customers
- Increased utilization of LTC's electronic signage.

Strategy 1-4B: Marketing Career Services

Strategy 1-4B: Increase student awareness of services and resources available through the Career Services office

Strategy Detail: The Career Services Coordinator will continue to deliver professional success workshops on topics such as interview skills, resume preparation, job search strategies, and dressing for success. Additionally, the Coordinator will prepare and distribute a Career Guidebook, which provides information on similar topics. Under this plan, the Coordinator will improve communication channels for making students aware of these and other services and resources available through the Career Services office. The Coordinator will work with relevant LTC staff to include information on Career Services in the Learning Management System (Blackboard) welcome page and the college's closed-circuit television informational displays in the shared areas of each campus.

Objective 1-5: Special Populations

Measurable Objective 1-5: Ensure that appropriate resources and services are made available to 100% of LTC's Special Populations students

Strategy 1-5A: Outreach to Students

Strategy 1-5A: Improve outreach to and services for students of the under-represented gender studying for careers in nontraditional fields

Strategy Detail: Lanier Technical College provides support services and resources for all qualifying special populations students. Under the FY2021 – FY2025 Strategic Plan, the college will focus efforts for improvement on the needs of students of the under-represented gender studying for careers in nontraditional fields. The college will begin publishing a "Monthly Spotlight" newsletter, featuring – among other topics – success stories of LTC students and alumni who are working in the under-represented gender for their fields. The newsletter will be published on the college's website, social media platforms, and presented in streaming format on monitor screens that are installed at multiple locations on the campuses.

The newsletter and other materials will be distributed to high school counselors to help them educate prospective students about these career opportunities.

The college's job-hunting and career development assistance services will of course be available to all students, including students in nontraditional programs. Events specifically for special populations students will include a "Brunch with the Board" panel discussion, where students are invited to discuss the challenges and rewards of working in the under-represented gender with LTC board members and faculty who are active in nontraditional fields. The college will also continue its "Dare to Be Different" panel discussions with LTC alumni working in nontraditional fields.

The Special Populations Coordinator will develop a workshop on the rewards and challenges faced by enrolled students of an under-represented gender, in the classroom and in their careers, to be delivered multiple times to Admissions Advisors and to faculty.

Under the direction of the college's Special Populations Coordinator, LTC will offer workshops on micromessaging and self-efficacy using resources provided by the National Alliance for Partnerships in Equity (NAPE). The workshop will be open to faculty and staff from sister TCSG institutions.

Communication informing students of these resources and services will take place through student emails, the website, the college's learning management system (Blackboard), and text messaging platform (Remind 101).

Strategy 1-5B: Community Awareness

Strategy 1-5B: Improve services and resources available through LTC's Special Populations Services office for LTC faculty, staff, and students as well as external stakeholders

Strategy Detail: The Coordinator of Special Populations will continuously monitor levels of awareness of and satisfaction with the office's services by all internal stakeholders, i.e. students, faculty and staff, and make appropriate adjustments based on on-going results and feedback.

And, the Special Populations Coordinator will cultivate and maintain relationships with staff in local school systems and non-profit organizations, including:

- Local school district Title I Coordinators
- Local school district Foster Care Coordinators
- Local school district Homeless Coordinators
- Local school district ELA Coordinators
- Community nonprofit organizations supporting the indigent population
- Community nonprofit organizations supporting single parents
- Community nonprofit organizations and shelters supporting at-risk youth
- Community nonprofit organizations and shelters supporting victims of domestic violence
- United Way offices
- County Accountability Courts staff

The Coordinator will ensure that staff at these agencies are aware of LTC's services and program offerings for special populations students, and use these staff as a resource to identify potential students for outreach.

Objective 1-6: Financial Aid

Measurable Objective 1-6: Evaluate and assess student satisfaction with the financial aid office with an 80% or higher satisfaction rate

Strategy 1-6A: Financial Aid Processes

Strategy 1-6A: Evaluate the Financial Aid Office's processes for communications with students to ensure they receive needed information in a timely and effective way

Strategy Detail: The Financial Aid Office regularly and frequently communicates with students regarding deadlines and status of disbursement of their funds. However, data and anecdotal evidence indicate that students are not reliably reading and understanding all the information they are being given. To address this, the Director of Financial Aid will evaluate its processes for communicating with students, with the aim of better presenting information in a way that captures students' attention and focuses them on the most important information. Elements of this strategy will include:

- Evaluation of communication frequency and students' preferred communication method
- Evaluation of communication sent out through LTC's financial aid communications portal, CampusLogic
- Identification of additional uses for CampusLogic
- Improved communication of deadlines, FAFSA nights, and Financial Aid presentations
- On-going research of new technologies that can further improve communication between the Financial Aid office and students

Strategy 1-6B: Student Satisfaction

Strategy 1-6B: Provide students with surveys to determine satisfaction with the Financial Office's customer service and communication

Strategy Detail: The Director of Financial Aid will coordinate with the Institutional Effectiveness Office to deliver regular satisfaction surveys assessing students' satisfaction with the Financial Aid Office. LTC will use the Blue survey software platform to deliver the surveys to students at all campuses and off-site locations. The Director of Financial Aid will be responsible for analyzing the survey results, identifying any trends or problematic areas, sharing the analysis with the Vice President of Student Affairs, and helping develop plans for improvement in any areas for which students regularly express dissatisfaction.



Goal 2: Adult Education

Goal 2: Increase the adult literacy rate and the number of high school equivalency credentials among the population in the Lanier Technical College's service delivery area.

Objective 2-1: Adult Education Credentials

Measurable Objective 2-1: From Fiscal Years 2021 through 2025, 1,500 Georgians will receive a High School Equivalency (HSE) credential through Lanier Technical College.

Strategy 2-1A: Expanded Access to Adult Education

Strategy 2-1A: Provide greater access with expanded sites and more efficient processes

Strategy Detail: LTC's Adult Education division will provide greater access to its services by improving and increasing the number of Adult Education sites across the service delivery area. Priorities will be re-opening the Adult Education Center in Banks County for GED testing and adding capacity in South Hall County. Division staff will conduct on-going analyses of demand across the service delivery area and initiate partnering relationships with appropriate agencies to open sites with increased demand.

Such expansion will necessarily require on-going efforts to recruit and retain an expanded roster of qualified instructors and support staff.

Additionally, the division will improve its processes for identifying students who enter the program at higher levels and who would benefit from increased and earlier testing, with the goal of decreasing their time to completion and improving overall completion rates.

Strategy 2-1B: Learning Management System for Adult Education

Strategy 2-1B: Improve delivery of instructional materials for Adult Education students through use of a full-featured Learning Management System (LMS)

Strategy Detail: The Dean of Adult Education will coordinate with the Vice President of Technology to configure Lanier Tech's LMS (Blackboard) for delivering Adult Education instructional content. Concurrently, the Dean will coordinate with LTC's Director of Curriculum, Instruction, and Professional Development and Georgia Virtual Technical College staff at the system office to identify and deliver the professional development training needed for LTC Adult Education instructors to deliver effective and engaging online classes.

Strategy 2-1C: Marketing Adult Education

Strategy 2-1C: LTC will market flexible Adult Education/High School Equivalency (HSE) options to the public to increase awareness

Strategy Detail: LTC will build on current marketing strategies with an enhanced presence in the social media space. The Dean of Adult Education will oversee efforts to identify and fund appropriate professional development activities to prepare Adult Education staff to participate in development of social media marketing materials. In coordination with the LTC Marketing Department, the division will also explore Geofencing solutions to better target recipients for its social media marketing efforts.

Objective 2-2: Increased Skill Gain Rate

Measurable Objective 2-2: LTC funded Adult Education programs will increase the overall measurable skill gain rate from 58% in FY 2019 to meet federally established targets for each fiscal year.

Strategy 2-2A: Monitoring Performance & Targeting Support

Strategy 2-2A: LTC will monitor program performance and provide targeted instructional support to address program needs

Strategy Detail: Adult Education students – including Adult Basic Education Students, Adult Secondary Education Students, and English Language Learners – demonstrate an educational functioning level gain through pre- and post-testing on TABE, achieving an HSE diploma, entering into postsecondary education, or training after exiting Adult Education. LTC’s Dean of Adult Education, supported by the Program Coordinator and Instructors, will provide targeted support to each Adult Education student to help improve their measurable skill gains. Adult Education students receive one-on-one support digitally and in-person on a regular basis. The Dean of Adult Education will monitor program performance on a regular basis through virtual monitoring and on-site monitoring.

Objective 2-3: Increased GED Transition Rate

Measurable Objective 2-3: LTC will increase its transition rate for GED completers to LTC credit students by at least 1% annually.

Strategy 2-3A: Streamlined Processes

Strategy 2-3A: Formalize and streamline processes that remove obstacles for GED completers becoming LTC credit students

Strategy Detail: The Dean of Adult Education will oversee review of processes and distribution of information to provide students with appropriate support as they transition to enrollment in for-credit postsecondary programs. The process begins with Instructors identifying transition candidates, and informing both the Students and LTC Transition Coordinator. The Transition Coordinator – who will serve at regular posted days and times at each Adult Education Center – will meet with transition candidates and provide individualized assistance as they navigate LTC’s admission and financial aid processes.



Goal 3: Economic Development

Goal 3: Provide training and services that allow businesses and industries to remain competitive while promoting economic development throughout the community

Objective 3-1: Increasing Business and Industry Training Hours

Measurable Objective 3-1: Increase the number of Business and Industry Training customized contract training hours by 5%.

Strategy 3-1A: Marketing Business and Industry Training

Strategy 3-1A: Market to a Broader Audience

Strategy Detail: The Business and Industry Training department will improve community awareness of LTC's economic development services and resources with comprehensive and well-presented print and digital materials that show course offerings, training schedules, and services offered. The division will use a contact management platform (Constant Contact) to establish regular and frequent communications with customers and stakeholders, to both inform them of the division's offerings and solicit on-going stakeholder input on training needs and emerging trends and demands.

Strategy 3-1B: Increasing Online Delivery for Business and Industry Training

Strategy 3-1B: Increase online delivery formats

Strategy Detail: In response to increasing demand from customers, the Business and Industry Training department will leverage lessons learned during the COVID-19 pandemic to adapt online instructional tools and practices to deliver customized contract training to industry partners. Central to this effort will be expansion of Lanier Technical College's Learning Management System (LMS) to deliver customized contract training. The Vice President of Economic Development will coordinate with the Vice President of Technology in integrating customized contract training offerings into the LMS (Blackboard) alongside the college's for-credit academic courses. The VP of Economic Development will also coordinate with LTC's Director of Curriculum, Instruction, and Professional Development to arrange the training needed for Business and Industry Training instructors to develop and deliver engaging online learning experiences.

This infrastructure will also allow LTC to repackage its Ammonia Refrigeration training by offering online instruction that complements on-ground instruction in its state-of-the-art lab facilities. In addition to traditional instruction, customers will be able to take advantage of hybrid (online plus on-ground) and online-only training. LTC will thereby be able to offer training that prepares students to sit for certifications offered through the Refrigerating Engineers and Technicians Association (RETA) strategies and resources that will be used to achieve this will include:

- Leverage lessons learned during the COVID-19 pandemic to adapt online instructional tools and practices to deliver customized contract training
- LMS (Blackboard)
- Repackage Ammonia Refrigeration training to supplement on-ground learning with one online certification

Objective 3-2: Increasing Continuing Education Training Hours

Measurable Objective 3-2: Increase the number of Continuing Education training hours by 5%.

Strategy 3-2A: Marketing Continuing Education

Strategy 3-2A: Market to a broader audience

Strategy Detail: The Continuing Education department will improve community awareness of LTC's economic development services and resources with comprehensive and well-presented print and digital materials that show course offerings, training schedules, and services offered. The division will use a contact management platform (Constant Contact) to establish regular and frequent communications with customers and stakeholders, to both inform them of the division's offerings and solicit on-going stakeholder input on training needs and emerging trends and demands.

Strategy 3-2B: Increasing Online Delivery for Continuing Education

Strategy 3-2B: Increase online delivery formats

Strategy Detail: In response to increasing demand from customers, the Continuing Education department will leverage lessons learned during the COVID-19 pandemic to adapt online instructional tools and practices to deliver customized contract training to industry partners. Central to this effort will be expansion of Lanier Technical College's Learning Management System (LMS) to deliver customized contract training. The Vice President of Economic Development will coordinate with the Vice President of Technology in integrating customized contract training offerings into the LMS (Blackboard) alongside the college's for-credit academic courses. The VP of Economic Development will also coordinate with LTC's Director of Curriculum, Instruction, and Professional Development to arrange the training needed for Continuing Education instructors to develop and deliver engaging online learning experiences.

Complementing these efforts to expand the college's "in-house" online instruction, Lanier Technical College will increase online training developed by established third-party vendors, including Ed2Go.

Objective 3-3: Increasing Customers Served by Conference Centers

Measurable Objective 3-3: Lanier Technical College's Conference Centers will increase the number of customers served by 5% or more over the life of this plan while generating revenues that exceed the Centers' expenditures.

Strategy 3-3A: Building Relationships

Strategy 3-3A: Build on-going relationships with customers and stakeholders throughout the college's service delivery area

Strategy Detail: The ability of LTC's Conference Center Directors to develop productive relationships with stakeholders throughout the service delivery area has historically been a great strength of the college. Supported by the Executive Vice President, the Directors will develop processes that leverage technical solutions such as contact management software and social media platforms for improving relationships and building stakeholders' sense of investment in the college and its conference centers.

Key to success for this strategy will be navigating challenges presented by the COVID-19 pandemic. The Conference Center directors will monitor the trajectory of the pandemic and use the tools discussed above to keep customers and stakeholders informed of impacts to the Conference Centers' services. Additionally, the college will expand its capacity to offer virtual meeting spaces. These services will be deployed both to allow collaborative events that comply with health directives and, in the aftermath of the pandemic, to serve a wider range of customers.

Strategy 3-3B: Improved Assessment for Conference Centers

Strategy 3-3B: Improve processes for collecting data that leads to continuous improvement

Strategy Detail: Past methods for collecting data for planning and improvement relied heavily on electronically distributed satisfaction surveys. In FY2021 – FY2025, the Conference Center Directors will develop processes for more participatory collection of qualitative data and more detailed analysis of quantitative data.

The Directors will oversee implementation of an Advisory Committee for each of the two conference centers. Committee membership will draw from existing repeat customers, prioritizing customer staff who work closely with Conference Center staff in planning and delivering events. Following LTC's model for Academic Advisory Committees, the Advisory Committees will meet bi-annually. The Conference Center Directors will facilitate the Advisory Committee meetings and record their findings in a format that can be used as a basis for planning future improvements to events and services.

Additionally, the Directors will improve processes for analyzing event categories and conference center usage patterns at a more granular level, with the aim of producing actionable data that can be used to improve efficiencies and increase revenue.



Goal 4: Improved Services & Continuous Improvement

Goal 4: Provide and enhance effective services that promote a culture of accountability and continuous improvement

Objective 4-1: Partnering for a Stronger Foundation

Measurable Objective 4-1: Improve the college's financial standing by developing productive relationships with five or more corporate partners while maintaining 100% compliance with regulatory requirements for operation as a 501(c)(3) nonprofit organization

Strategy 4-1A: Successful Fundraising

Strategy 4-1A: Build on successful fundraising efforts to expand and improve Lanier Technical College's ability to provide workforce development education and training

Strategy Detail: The Lanier Technical College Foundation takes a lead role in ensuring that the college has the resources needed to maintain its position as a flagship institution in the Technical College System of Georgia. The Foundation will build on its success in fundraising and stewardship through partnerships with organizations and benefactors from across the college's service delivery area. The Foundation will pursue all its activities in a manner that maintains the college's fiduciary responsibilities as a 501(c)(3) nonprofit organization. The Foundation will also coordinate with the Office of Institutional Effectiveness in identifying new programs that will respond to emerging economic and technologic trends and changing demographics within LTC's service delivery area. Additionally, to aid fundraising efforts and to deepen relationships with stakeholders within and beyond the service delivery area, the Foundation's Vice President will direct the development of a Lanier Technical College Alumni Association.

Objective 4-2: Marketing

Measurable Objective 4-2: The Marketing Department will consistently achieve a satisfaction rating of 80% or higher on LTC's annual Faculty & Staff Satisfaction Survey

Strategy 4-2A: Tailored Marketing

Strategy 4-2A: Tailor LTC's marketing efforts to promote stakeholders' sense of investment in Lanier Technical College

Strategy Detail: Lanier Technical College's marketing strategy for FY2021 – FY2025 will seek not only to build awareness of the college and its offerings but also to promote stakeholders' sense of engagement with LTC. Under the direction of the Vice President of Institutional Advancement, the college's marketing activities will emphasize the use of social media to promote and celebrate the accomplishments of both students and faculty. LTC will engage the community through public and virtual events to provide college and program information. Comprehensive information about the college, its programs and services, and its accomplishments will be made available through the website, annual reports, view books, and other promotional materials

Objective 4-3: Stewardship of Resources

Measurable Objective 4-3: Utilize college resources to increase the effectiveness of programs and services while maintaining 100% compliance with requirements of the State Accounting Office of Georgia

Strategy 4-3A: Human Resources

Strategy 4-3A: Hire faculty and staff as needed to accommodate the college's growth

Strategy Detail: Vice Presidents of each division will coordinate with the Director of Human Resources to ensure staffing levels are sufficient to the college's needs. The Director of Human Resources will also confer with Vice Presidents and Deans as needed to develop improved and stream-lined processes for hiring and on-boarding new faculty staff.

Strategy 4-3B: Facilities

Strategy 4-3B: Maintain, renovate, repair, and repurpose facilities, and pursue construction of new facilities, as appropriate to support programs and services

Strategy Detail: Director of Facilities will develop a Master Facilities Plan and a Maintenance Plan to guide the college through completion of this objective. The Master Facilities Plan, which assesses the condition and capacities of current facilities, will be used to determine future needs that will need to be planned for, allocate Major Renovations and Repairs bond funds, and schedule renovations and construction initiatives. The Maintenance Plan will guide LTC's facilities staff on daily activities to ensure that maintenance and maintenance issues are dealt with in a proactive fashion. These activities will take place alongside responses to repair needs identified by staff and faculty tickets through the college's FreshDesk maintenance help ticket system. The Vice President of Administrative Services will support and promote training for maintenance staff as needed.

Strategy 4-3C: Equipment and Technology

Strategy 4-3C: Purchase equipment and technology updates with intentionality, promoting an efficient, reliable learning environment

Strategy Detail: To ensure responsible stewardship of funds, Business Office staff will review equipment and technology purchase requests submitted through the State of Georgia purchasing platform and, when appropriate, work closely with the requesting staff or faculty member to research available products and solutions to make intentional decisions on which options will provide the college with the best return on investment. When Equipment Refresh bond funds are available, these will be the first choice of a funding source for needed equipment.

Strategy 4-3D: Employee Retention and Performance

Strategy 4-3D: Increase Employee Retention and Performance

Strategy Detail: Lanier Technical College consistently strives to build pathways and resources for faculty and staff to develop as leaders, scholars, and expert practitioners in their fields. The college's Human Resources staff will work with staff and faculty to provide both required and optional training that will maintain and improve their skills and enhance their experience as working professionals at Lanier Technical College. Human Resources staff will present themselves as always available to help staff and faculty as they complete these professional development activities.

Strategy 4-3E: Fiscal Stability

Strategy 4-3E: Monitor the sources of funding supporting teaching and learning, operations, and capital projects to ensure long-term sustainability and financial health

Strategy Detail: Ensuring the long-term financial stability of the college is a primary responsibility of the Vice President of Administrative Services and his staff. The VPAS and the department's staff will proactively monitor and manage LTC's budget to ensure fiscal responsibility while also adequately supporting the needs of the college. The college will proactively pursue appropriate grant opportunities. Revenues and expenditures will be managed in a fashion that ensures the college maintains a reserve fund that will allow the college to successfully navigate any crises that arise.

Strategy 4-3F: Campuses Security

Strategy 4-3F: Provide staffing, facilities, equipment, and training needed to provide a safe environment for all LTC students, faculty, and staff

Strategy Detail: Lanier Technical College maintains an independent and professional Police department with responsibility for ensuring the safety of all LTC students, faculty, and staff. The Chief of Police will oversee scheduling and delivery of required trainings and drills, including fire drills, tornado drills, and active shooter drills, to make sure all faculty and staff are trained and knowledgeable about what actions to take in emergency situations. To ensure Police department staff are consistently able to perform at a high level of professionalism, the Chief of Police will also oversee completion of all state and federal required training needed for certification by the Police Officers Standards Training Council (i.e. POST certification). The Chief of Police will also collect, analyze, and publish the annual report on campus crime statistics required for compliance with the Department of Education's Cleary Act.

Strategy 4-3G: Full-Service Bookstores

Strategy 4-3G: Manage the LTC bookstore to ensure students receive needed textbooks, licenses, and program supplies in a timely manner

Strategy Detail: The bookstore manager and assistants will develop productive relationships with instructors, publishers, and other vendors and coordinate with them as needed to ensure all books, codes, eBooks, etc. are ordered and on hand as needed for students' success. Bookstore staff will research all purchasing options, with the aim of selecting products that are most efficient and cost effective for students.

Objective 4-4: Information Technology

Measurable Objective 4-4: The Information Technology division will consistently achieve a 90% or higher on LTC's annual satisfaction surveys

Strategy 4-4A: Technical Infrastructure & Training

Strategy 4-4A: Ensure Lanier Technical College staff and faculty have the resources and training needed to provide appropriate technological services to all stakeholders

Strategy Detail: Lanier Technical College has robust and secure technical infrastructure. Plans for improvement during the life of this plan focus on improvements to security, efficiency, and training. The Vice President of Technology oversees development of regular Technology Plans and Security Plans. On-going initiatives include:

- Improved end-point security
- Comprehensive data storage encryption
- Increased automation for improved efficiency and reduction of errors

The Information Technology division recognizes that it is positioned to improve efficiencies across the college. During the life of this plan, the division will focus efforts on expanding use of electronic forms, and on improving and formalizing the college's processes for onboarding and offboarding.

As is true for most institutions, Lanier Technical College carries a certain amount of legacy equipment and software. The Vice President of Technology will implement processes to analyze and manage expenditures for technology, life cycles of equipment, and inventory tracking and management. These efforts will greatly facilitate the college's ability to implement consistent standards of technology across campuses, and to reduce expenditures through an annual purchasing schedule that takes advantage of bulk purchasing rates.

Lanier Technical College's conference centers represent an important customer-facing interface between the college and its stakeholders. The IT department will continue to allocate staff and resources as needed to ensure conference center customers receive high quality services and support.

Finally, the Vice President of Technology will oversee development and delivery of regular training events and easily accessible reference materials that ensure LTC faculty and staff are appropriately trained on use of technology at Lanier Technical College.

Objective 4-5: Institutional Effectiveness

Measurable Objective 4-5: Maintain 100% compliance with accrediting bodies and state and federal regulations while executing strategies for continuous improvement

Strategy 4-5A: Policies & Procedures

Strategy 4-5A: Ensure that college policies, procedures, and practices are established, documented, reviewed, and in compliance with external agencies and organizations

Strategy Detail: The college will establish and execute processes for regular review of its policies and procedures. Vice Presidents will be responsible for ensuring not only that the policies and procedures for their divisions are compliant with those of all relevant agencies, but also for identifying policies and procedures that may create obstacles to student success and proposing revisions that remove these barriers. The Institutional Effectiveness Office will maintain a manual of policies and procedures that is comprehensive, current, and accessible.

Strategy 4-5B: Assessing Student Learning

Strategy 4-5B: Assess student learning and departmental performance to continuously improve academic instruction and the college's learning environment

Strategy Detail: The Institutional Effectiveness Office will direct college-wide processes for assessing student learning, departmental performance, and the college's learning environment. The Office will support faculty and staff in completion of Annual Student Learning Outcomes Assessment Reports for each academic program and Annual Plans (Plans of Work) for each planning unit. These instruments will include measurable outcomes and strategies for improvement or completion of objectives. The instruments will be made available to all relevant supervisors so they may identify trends and themes that can be addressed by division- or college-wide improvement strategies.

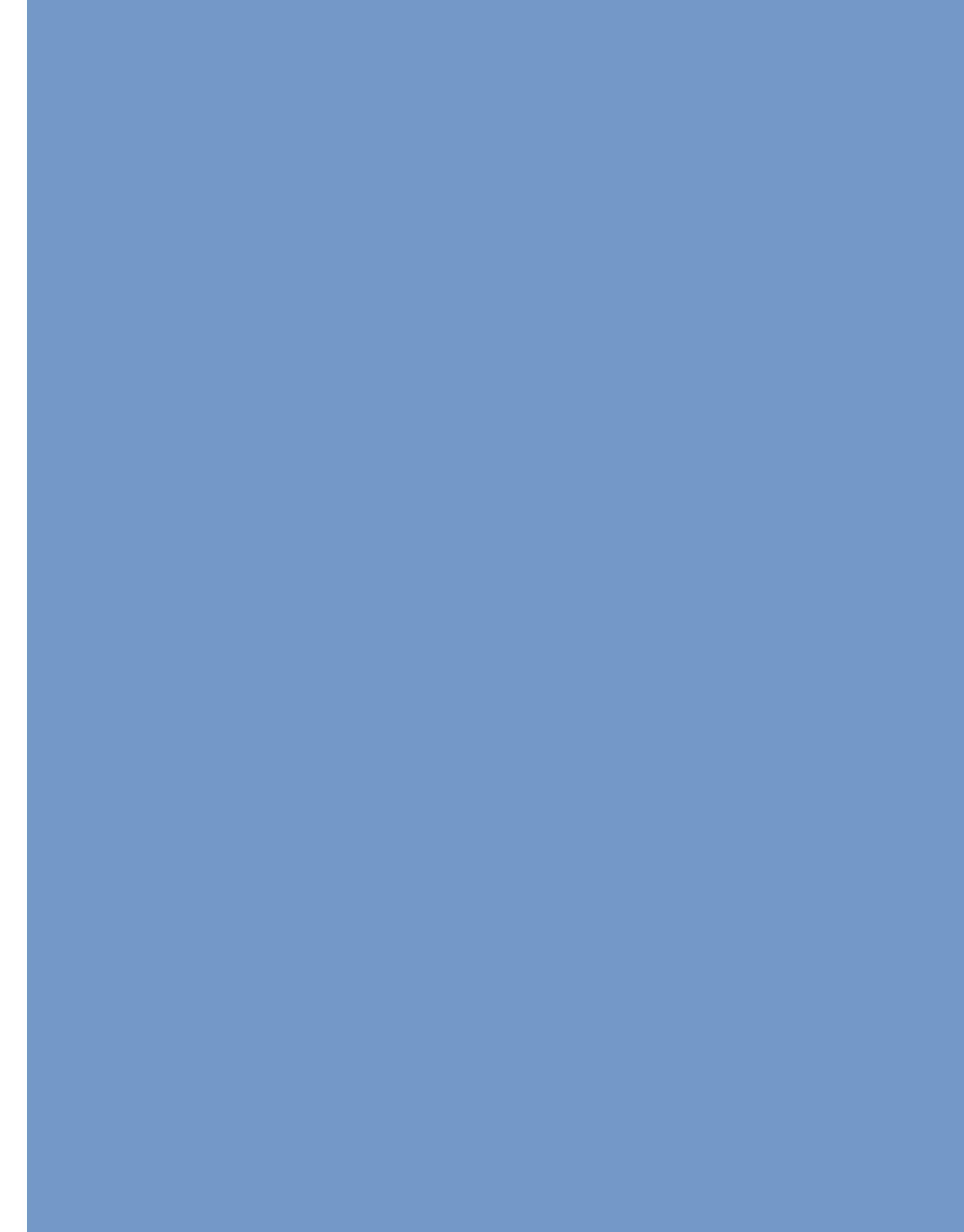
Additionally, the Institutional Effectiveness Office will coordinate with the Vice President of Student Affairs and the Vice President of Academic Affairs to distribute, collect, and analyze comprehensive satisfaction surveys for students and for faculty & staff on LTC's campuses as well as off-site locations.

Strategy 4-5C: Federal Accountability Measures

Strategy 4-5C: Assess and document performance to ensure continuous improvement on state and federal accountability measures

Strategy Detail: The Institutional Effectiveness Office will continue to provide direction and support to all pertinent units and staff with responsibility for areas impacted by Core Indicators of the Carl C. Perkins grant. IE staff will serve as the liaison between LTC and system-office staff, and assist LTC faculty and administrators in developing strategies for meeting Perkins benchmarks, writing improvement plans, and collecting and analyzing data on results.

The IE Office will also take responsibility for educating LTC faculty and staff on requirements of the Southern Association of Schools Commission on Colleges (SACSCOC) for publishing data on Student Achievement, and coordinating with the Information Technology division to ensure that the data are published in a manner that is in compliance with the Commission's Principles of Accreditation.





LANIER TECHNICAL COLLEGE
Strategic Plan
2021 - 2025