

GTCC

GUILFORD TECHNICAL
COMMUNITY COLLEGE

make
amazing
happen™

Strategic Planning Presentation Report

November 7, 2024

GASTON  SHAFFER

Section One

Introduction

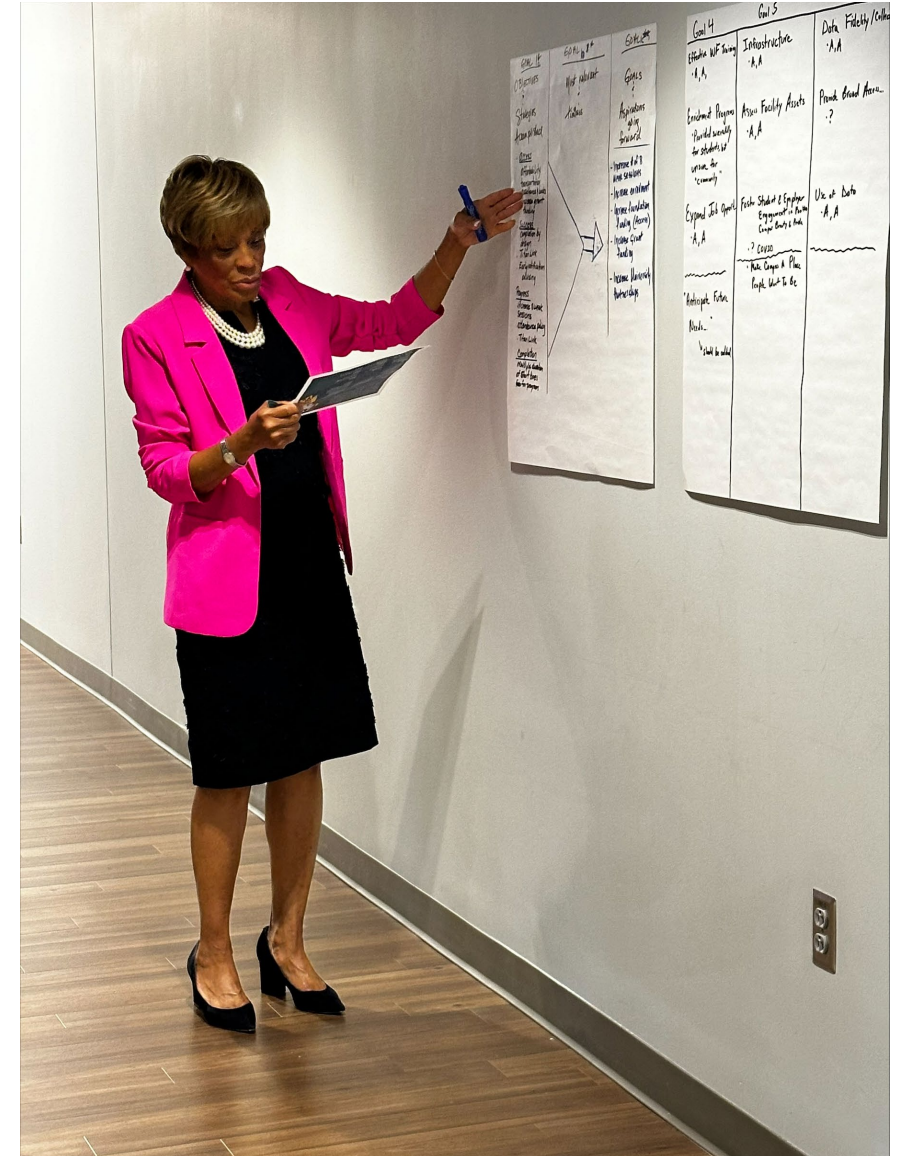
Data Collection Process: Focus Groups

During October 2024, **focus group sessions**, consisting of groups of faculty, staff, and students, met with consultants Dr. Patricia Moore Shaffer and Dr. David Gaston. Each focus group session lasted at least 90 minutes. Participants shared their thoughts and reflections about GTCC's strengths, weaknesses, and opportunities for change.

Student focus groups (3 groups)
Faculty focus groups (4 groups)
Staff focus groups (4 groups)
College Leadership Team focus group
President's Council focus group
Foundation Board focus group

During focus groups, participants initially walked around the room and recorded thoughts to questions from the focus group protocols. If participants saw an idea they agreed with, they were asked to add a check mark. After participants had time to write their thoughts and participate in a gallery walk of all responses, they were given four sticky dots to place next to topics to indicate the relative importance of the topic.

SEG conducted an analysis of the charts, recording the frequency of theme selection by group and across groups. Themes were recorded if it was agreed with (i.e., check marks) or received votes (i.e., sticky dots) four or more times.



Data Collection Process: Surveys

During September and October 2024, **surveys** were distributed by GTCC to four stakeholder groups—external stakeholders, employees, students, and ABE students. The ABE student survey was made available in multiple languages.

Surveys collected data on stakeholder perceptions of GTCC's strengths and opportunities for improvement, factors that GTCC should pay attention to when planning for the future, and values associated with the college.

External Stakeholders
Survey

Employee Survey

Student Survey

ABE Student Survey

	Survey Distributed	Survey Closed	Distribution #	Completed Responses	Incomplete Responses	Response Rate (<i>Completed Responses Only</i>)
External Stakeholders	09/18/2024	10/9/2024	792	179	46	22.60%
GTCC Employees	10/16/2024	10/25/2024	1,406	274	64	19.49%
GTCC Students	10/03/2024	10/23/2024	12,769	534	359	4.18%
GTCC ABE Students	10/03/2024	10/23/2024	1,413	229	2	16.21%

Section Two

Strategic Themes by Stakeholder Group

The background is a solid teal color with several large, overlapping, wavy shapes in lighter shades of teal. In the bottom left corner, there is a solid purple shape that resembles a stylized wave or a mountain peak.

Students

Student Focus Groups

The consultants met with students at the Greensboro, Jamestown, and High Point campuses. During the student focus groups, the most frequently mentioned **GTCC strengths** were **tutoring** (27 mentions), **visible presence of campus security** (23 mentions), and **scholarships** (22 mentions). The most frequently mentioned **opportunities for GTCC** were **internships and networking opportunities** (27 mentions), **gym access** (20 mentions), and **onsite food service** (20 mentions).



Category	Theme	Strength or Opportunity	Frequency of Mention	Number of Groups
Student Success	Internships & networking opportunities	Opportunity	27	2
Student Success	Tutoring	Strength	27	3
Campus Safety	Visible presence of campus security	Strength	23	1
Affordability & Accessibility	Scholarships	Strength	22	3
Facilities	Gym access	Opportunity	20	3
Facilities	Onsite food service	Opportunity	20	1
Climate/Diversity	International Scholarships or Merit-based Scholarships	Opportunity	15	1
Student Success	Titan Link	Strength	14	2
Facilities	Tech/internet/Wi-Fi on campus	Opportunity	14	1
Campus Safety	Security presence	Opportunity	12	2
Student Success	8-week courses	Opportunity	10	1
Enrollment Interest	Advertising/marketing	Opportunity	10	2
Career & Program Selection	Advising	Strength	10	1
Climate/Diversity	Diversity acknowledgement	Strength	10	2

Strength: Tutoring (All Campuses)

Tutoring App

The app is easy to use and provides helpful information

- *“It's very accessible, but as we said, not a lot of people are aware.”* (Greensboro)

Tutoring is Beneficial for Students

Students see the value in tutors

- *“Without my tutor I wouldn't have passed.”* (Greensboro)

Would Like to Increase Tutors in all Subject Areas

Students can't always find tutors in certain subjects

- *“When you need help with your homework, you want somebody that knows that field, not just somebody that knows English or I'm going to say medical stuff . They don't have, they just don't have it. They really don't. And that's, it's a must, it's a need.”* (High Point)

Strength: Scholarships (All Campuses)

Free tuition is a major incentive for attendance

Access Amazing makes college attendance free for Guilford County high school graduates

- *“GTCC has a done a great job of financially supporting its students by having that lower tuition.”* (Greensboro)

GTCC should increase marketing of its affordability

- *“There are really good trades programs here that help you pay for everything. Yeah, as long as you're looking for two years, that FAFSA covers everything.”* (Greensboro)

GTCC should make college affordable for International students

International students don't have the same access to scholarships

- *“Well, unfortunately, international students do not get financial aid. You have to pay out of pocket.”* (Jamestown)

Opportunity: Facilities (All Campuses)

Students Would Like to see a Gym at GTCC

Gym access can build a sense of community

- *“If you’re participating in a team and you're taking the time to devote to whatever you're doing as a team player, you know, you want to have a facility to be proud of, and it promotes that ability to work out. I like the idea what I'm hearing, too. You know, this, this whole concept of increasing that sense of community on campus. You know, when you commute in, you can eat on campus, you can work out on campus. Yeah, it's kind of like that whole work life balance that you can go to class, you can study, you can get things done, you can eat, you work out, hang out with friends. . . a whole system of, you know, communication and contact, which builds a better community.”* (Jamestown)

Students Would Like Onsite Food Services

- *“We should have the cafeteria. A couple years ago, the college did used to have the cafeteria facility, but for some reason, they got rid of it.”* (Jamestown)

Opportunity: Internship & Networking (Greensboro, Jamestown)

Provide More Internship Opportunities through GTCC

Ideally internship opportunities would be more accessible for students who may have other commitments

- *“Specifically, like, facilitated by the school, because a lot of people here . . . the reason why they go to community college is because they're working, or they have kids, or they're not doing as well financially. A lot of the job fairs that we have here, they are more focused again, jobs like while you're in school, but it would be nice to get a lot more school facility to facilitate opportunities for people to get internships while they're in school.” (Jamestown)*

Opportunity: 8-Week Courses (High Point)

Stretches Everybody Thin, Including Instructors

8-week courses are challenging for students

- *“We shouldn't just do strictly eight weeks and only 16 weeks for certain classes, like we should be able to be offered both, like they've been doing. Following other colleges that we don't have the funding or the resources for -- it is just kind of crazy, and just stretching everybody thin.”*

Difficult for instructors to have to rework courses

- *“Every faculty member I know is like stretched as thin as they can go, and then every semester, they're asked to do just a little bit more. A [professor] actually like [had] a mental breakdown after the eight-week announcement, like he was just sitting there, like hunched over, hands in his he was just like, not having it because he had to rework . . . every single course.”*

Opportunity: 8-Week Courses (High Point)

Difficult for Work-Life Balance

Negative impacts on students

- *“What's good about community college is we can balance our work and life. So professors and instructors are generally really flexible about absences. But if you go down to an eight-week [course], one absence is now double what it used to be, and it harms that work-life balance.”*
- *“But by making an eight week, we have to solely focus on this for any chance. And if there is a single error, you're missing out so much.”*

Opportunity: Advising (High Point)

Full Time Advisors are More Dedicated

Students see differences between full-time advisors and faculty assigned advising roles

- *“I noticed a difference between the teachers that are advisors and the actual, like coaches that are like, strictly advisors. My advisor is a teacher, and luckily, I just happen to work in [work place] as a work study. Because my advisor is a teacher, and I haven't heard from him since, like, January, like and they just really don't be that involved. They don't really kind of know what they're doing. It's hard for them to read like the layout of the classes in the program and stuff like that. And I just feel like we need more like full time advisors that that's just their specialty, because I've noticed the difference between like advisors that are strictly advisors and teachers that are trying to focus on their class, grades, school, work and all of that, and then advise students on top of that.”*
- *“Yeah, I was talking to an [program faculty member] yesterday at the [campus] and they teach four days a week, eight to five, and they said, Hey, I don't have time to do advising, because that's all I do.”*

Opportunity: Advising (High Point)

Advisors Need Familiarity with Programs

Negative impacts on students when advisors are not familiar with their program

- *“My cousin is new; this is her first semester at GTCC. . . she met with the first advisor. They advised her on the classes. And I was like, it doesn't seem right, so I called my advisor, which would be her advisor once she started, you know, and she changed all her classes, because they only offer certain classes one time a year. So if you don't get in them, you're here an extra year, and you don't have to be. . . . [Advising] should be with somebody that knows your program of study, not somebody just in an office.” (High Point)*

Opportunities: Advertising/Marketing (All Campuses)

Lack of Consistent Advertising Across Campuses

Ensure messaging goes out to all campuses consistently

- *“It's advertising to people like prospective students who could come in as well as once we've gotten you in advertising, what there is to do here, like things you can take advantage of getting. We highlighted it a little bit earlier, but I would kind of want to emphasize the differences between how campuses hear different information. So like Jamestown gets everything Jamestown is, obviously, is the largest, is the main campus. But I don't think the people at Greensboro or High Point, should lose out on any of that opportunity. And obviously nobody wants them to. But just kind of watching the message being sent to one university or one campus, and make sure that's the same message going everywhere.” (Greensboro)*

Increase Marketing Outside of GTCC

Marketing of some opportunities happens only by word of mouth

Student Survey

A survey was administered to students across all GTCC campuses. Altogether, 763 students completed the survey, with 229 of these students enrolled in the ABE program. Students ranked **equal opportunity for all students, the opportunity to transfer to a four-year institution, and affordable tuition** as GTCC strengths. **Opportunities** for improvement included **staff communication with students, sense of belonging, and opportunities for apprenticeships and internships.**



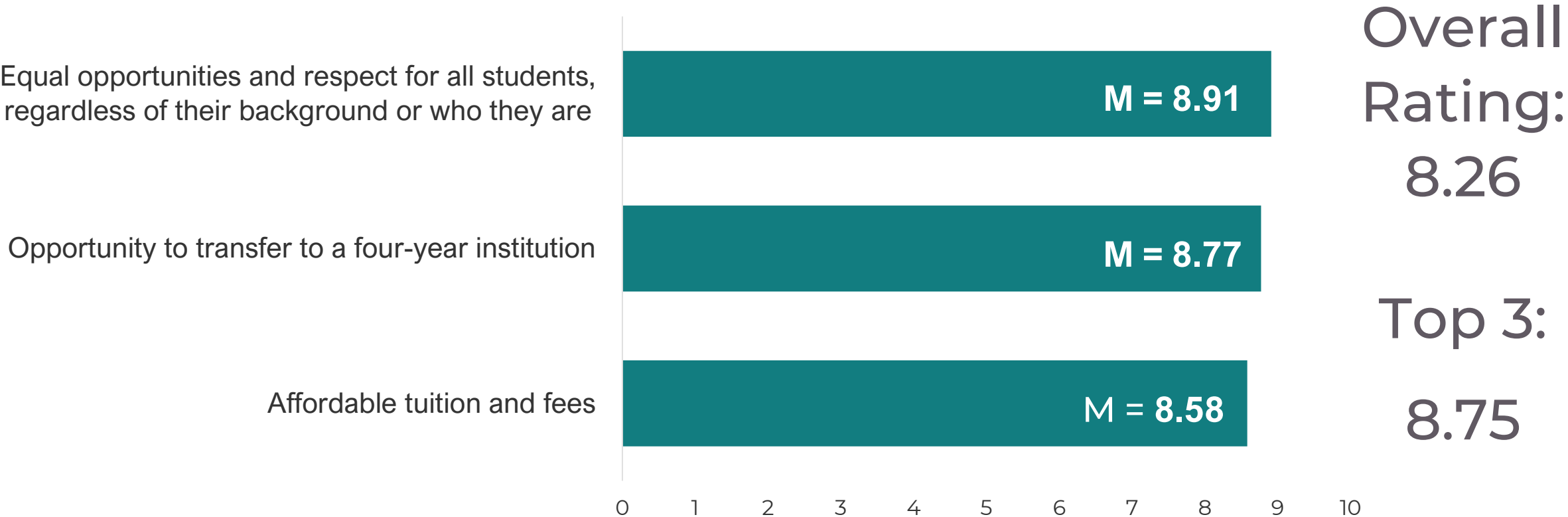
Students enrolled in the ABE program felt that GTCC was a good place to study and learn, and most found it easy to get help when needed. ABE students identified opportunities included **providing more details/information when labeling classes or describing administrative needs, improving student resources (especially available food or a cafeteria on campus, quiet student study areas, and housing opportunities or resources), increasing student support such as advising and counseling, and fostering a greater sense of belonging on campus** (e.g., through sports teams or social events).



Student Strengths: Meeting Student Needs

How well does GTCC meet the following student needs?

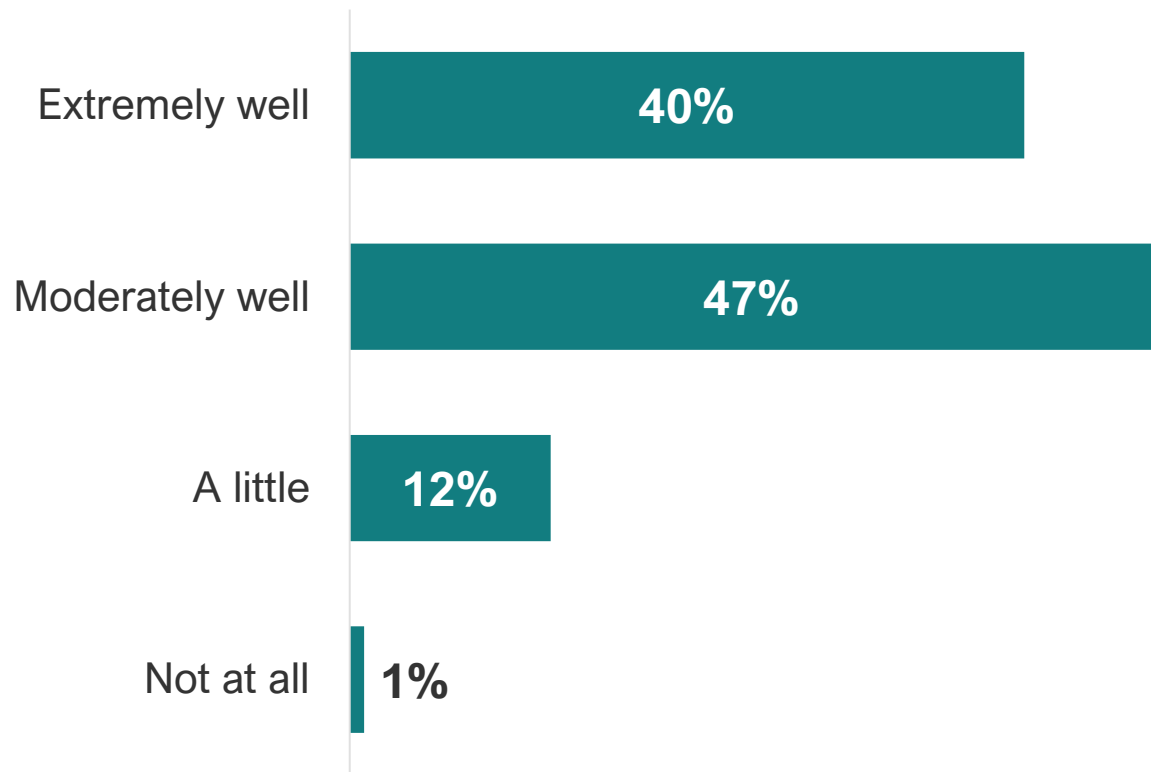
Top 3 rated on a scale of 1 to 10, with 1 being the lowest rating.



Ns varied by item, based on student familiarity with those needs.

Student Strengths: Preparing Students to Transfer

How well do you feel your experiences at GTCC are preparing you for your upcoming transfer?*

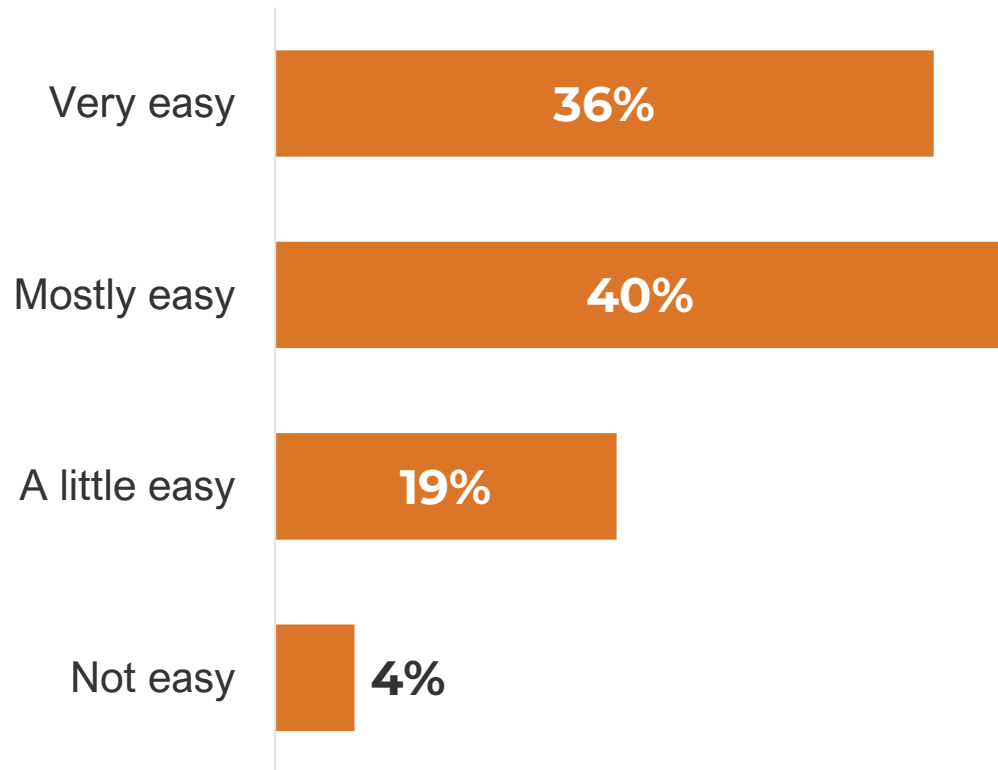


87% felt that their experiences at GTCC were well-preparing them for their upcoming transfer to a 4-year university

*Asked to students planning to transfer to a 4-year university after completing their studies at GTCC, n=236.

ABE Student Strengths: Meeting Student Needs

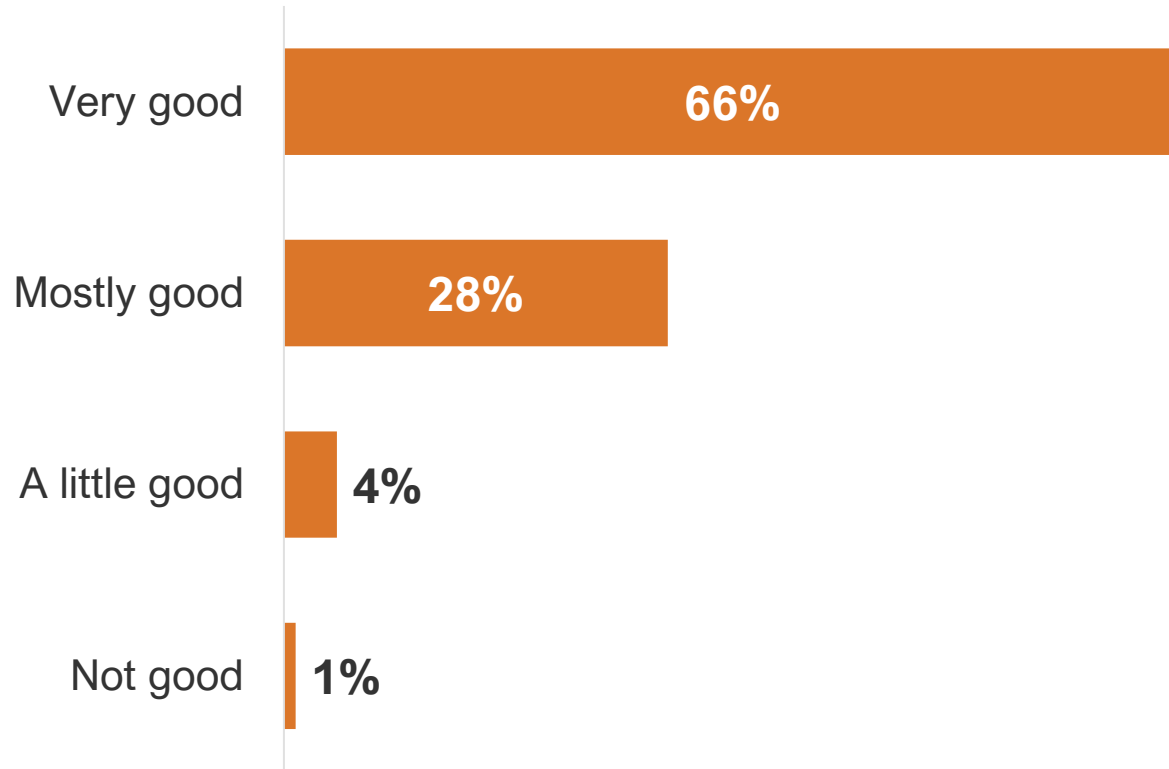
Is it easy for you to get help when you need it?



76% of ABE student respondents felt that it was easy to get help when they needed it

ABE Student Strengths: Meeting Student Needs

Is GTCC a good place for you to study and learn?

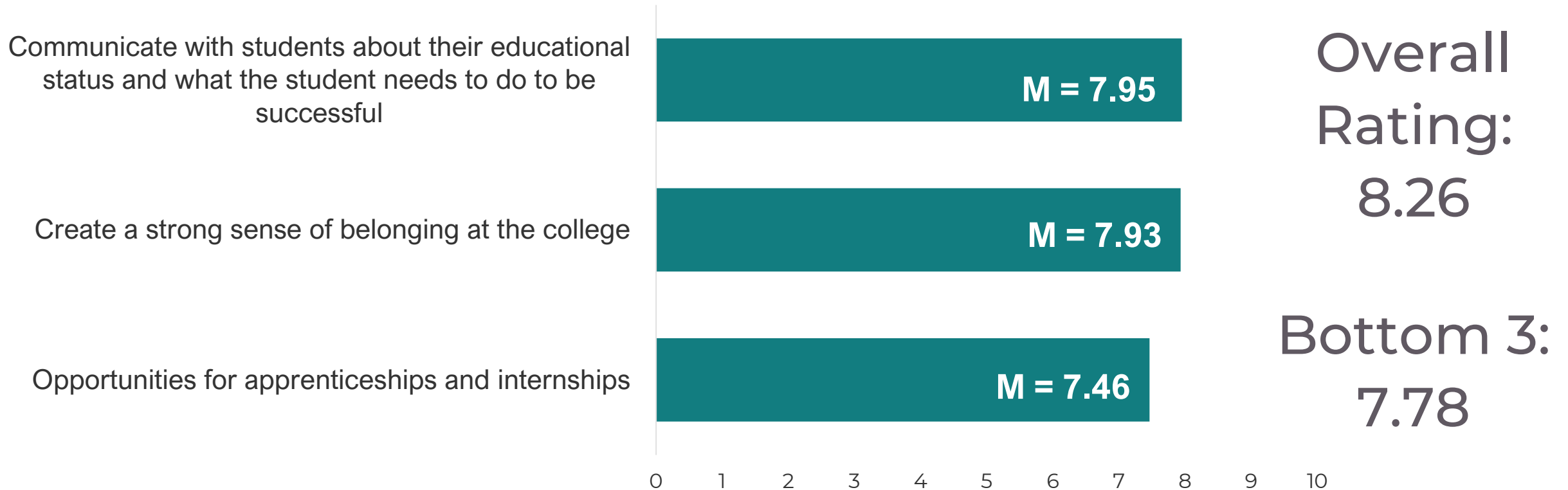


94% of ABE student respondents felt that GTCC was a good place to study and learn

Opportunities: Meeting Student Needs

How well does GTCC meet the following student needs?

Bottom 3 rated on a scale of 1 to 10, with 1 being the lowest rating.



Ns varied by item, based on student familiarity with those needs.

Opportunities for Improvement

Is there anything else GTCC could do to better meet student needs?

Themes	N
Student support, including tutoring and advising services, and disability accommodations	18
Do not force the switch to 8-week courses	10
Desire for more flexibility with course delivery (timing and format)	9
Address under resourced departments and/or campuses (especially High Point Campus)	5

Student Feedback

Is there anything else you would like to share about GTCC?

Themes	N
Positive student experience	26
Desire for more funds to be directed to under resourced facilities and/or programs	4
Increase the quality of advising services	4

The background is a solid teal color with several large, overlapping, wavy shapes in lighter shades of teal. In the bottom left corner, there is a solid purple shape that resembles a quarter-circle or a small hill.

Faculty

Faculty Focus Groups

The consultants met with four focus groups of faculty. During the **faculty** focus groups, the most frequently mentioned **strengths** were **Titan Link** (29 mentions), **clean, attractive campuses** (19 mentions), and **tutoring** (12 mentions). The most frequently mentioned **opportunities** were **remote work/increased flexibility** (36 mentions), **technology/ internet/ Wi-Fi on campus** (31 mentions), and **advising** (26 mentions).



Category	Theme	Strength or Opportunity	Frequency of Mention	Number of Groups
Employee Success	Remote work/ increased flexibility	Opportunity	36	4
Facilities	Tech/internet/Wi-Fi on campus	Opportunity	31	4
Student Success	Titan Link	Strength	29	2
Career & Program Selection	Advising	Opportunity	26	3
Student Success	8-week courses	Opportunity	24	4
Employee Success	Trust	Opportunity	20	3
Facilities	Clean, attractive campuses	Strength	19	3
Facilities	Technology training	Opportunity	16	2
Enrollment Interest	Outreach	Opportunity	14	2
Student Success	Tutoring	Strength	12	1
Student Success	Internships & networking opportunities	Opportunity	10	2
Employee Success	Communications	Opportunity	10	2
Employee Success	Professional development	Opportunity	10	2

Strength: Titan Link

Great Resource for Students

Resources are particularly beneficial for students experiencing financial hardships

- *“I sent a students to Titan Link because they have bus passes. You know, [the student’s] main concern was her car for classes. She signed up for on campus classes because she learned better in person. And she said, my car is broke down, I can't afford to fix it right now. So they have bus passes, they have childcare vouchers, they have a gas card, they have a clothes closet for students that are going to interview or go to work somewhere, and they need clothes.”*

Getting to Know Titan Link Staff

Faculty found it beneficial when departments know the Titan Link staff and better understand what is offered

Opportunity: 8-Week Courses

Concerns About Workload and Scheduling

Increased workload associated with the compressed 8-week format

- *“And the piece that scares the hell out of me is the eight-week coming along, because just like [participant] mentioned about not having any downtime, the college has not changed the academic calendar schedule for making sure that happens, because so far, there is no time in between the grade.”*

Feasibility of technical courses in 8-week format

- *“So when we go to this eight-week crap that they're putting us through, they're not thinking about so in [program] and [program], we have eight, nine, ten-hour classes. So then you're going to need to teach it four days a week. You're not going to find an adjunct that's going to want to come teach four days a week, five hours a day, and they're not there.”*

Opportunity: 8-Week Courses

Lack of Faculty Input

Decision to implement the course structure was made without sufficient consultation or input from those who would be directly affected

Student Readiness

Many students may struggle to keep up with the demands of the format

- *“There are some students . . . for whom eight weeks won't work. . . . Our student population has changed dramatically over the past decade. We went from a sort of a wide range of ages, of backgrounds and experiences in the classroom to now it's mostly high school students at the front end of our educational system. A lot of them are, as some of my colleagues have said, are not mature in terms of being responsible, time management, showing up to class, doing their work, and we're going to put them in a vice grip and say, Okay, now you're going to do it twice as fast.”*

Opportunity: Advising

Heavy Advising Workload

Difficult to advise students in different programs

- *“I don't mind advising my majors. We need to advise them, because it changes depending on what school they're transferring to. Right? We have a lot of electives that have to be decided on. But I get, like, psychology people, I get business people. And I'm like, I can't tell you about these programs.”*

Not enough time to advise students

- *“I'm the only full-time staff in my department, so I have to advise every student in my department, which is 100 and along with 100 other things that I'm responsible for. And so, and, you know, they talk about, they want us to be Southern New Hampshire. Well, Southern New Hampshire has a whole advising department, and they all just advise.”*

Opportunity: Remote Work/Increased Flexibility

Provide More Flexibility/Reduce 30 Hour Requirement

Allow faculty to make professional decisions

- *“You just nailed it's kind of a respect thing. I mean, what I hear, you will be on campus five days a week. You will be here six hours minimum, all these rules. We're professionals. We're adults. We know what needs to get done. It can come across as a little bit of a slap or a little bit of a wait a minute. So why? Where's my incentive to or to do something outside, other than the hours that are allowed? Okay? But then do I just turn it off? Or do you finish the job?”*

Allow for flexibility, understanding that the work requirements vary in different programs

Opportunity: Communications

Increase Communication Across Levels

Involve employees in decision making

- *“Communication is always a problem. We complained about that five or six years ago, working across with other faculty members, the whole thing about when a rule comes down, it's one size fits all.”*

Provide ways for employees to communicate with each other

- *“There used to be, if you wanted to send a message to everyone, you just put in GTCC all in which [went to] everyone. And then, I guess they felt like a couple of people were doing that on things that they didn't think deserved it. And instead of having a conversation with those people, it's okay, no more GTCC all.”*

Opportunity: Trust

Allow for Increased Employee Autonomy

Employees would like more flexibility in decision making

- *“About 46 years in education like you, I've been in many different environments. I've never seen this kind of oversight. And I started in a community college system, not at all like this one, and then to come back here at this point, I felt like this was supposed to be the time to flourish, and it's much more stifled than any other environment I've seen.”*

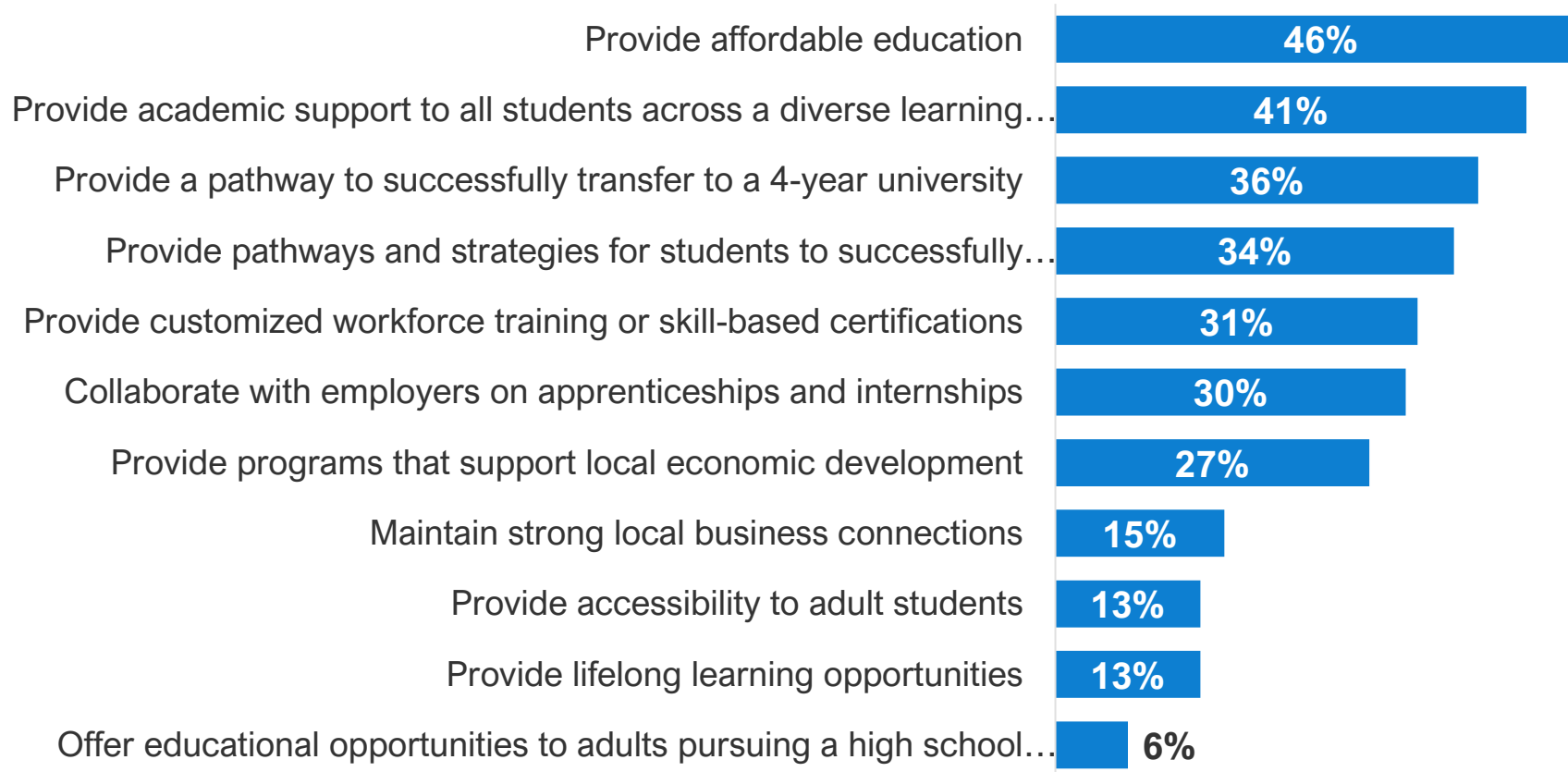
Faculty Survey

A survey was administered to employees across all GTCC campuses. Altogether, 96 faculty completed the survey. Faculty ranked **affordable education, academic support, and providing a pathway to 4-year institutions as GTCC strengths. Opportunities** for improvement included **student support services, employee salaries and benefits, and adequate staffing/workload management.**



Faculty Strengths: Top Strategies Meeting Needs

What are GTCC's top strategies in meeting student, employer, and community needs? *Select the top 3 that GTCC should prioritize.*



Employee Opportunities: Meeting Needs*

Is there anything else GTCC could do better to meet student, employer, and community needs?

Themes	N
Improve student support services (includes registration, disability services, advising, onboarding, processes, international student support, language support)	32
Adjustments to employee benefits (e.g., pay concerns, opportunities for raises or bonuses, educational opportunities for all faculty/staff, opportunities for professional growth, remote work opportunities)	21
Listen more to students and employees and provide opportunities for feedback	18
Increase effectiveness and transparency of communication	7
Do not transition to 8-week courses	6

*Open ended responses are not disaggregated between faculty and staff, due to the smaller number of responses submitted. These data reflect faculty and staff.

Faculty Opportunities: Employee Needs

What employee needs do you believe are most important for GTCC to pay attention to when planning for the future? *Select the top 3 that GTCC should prioritize.*



N = 96

Opportunities: Employee Needs*

Is there anything else GTCC could do better to meet employee needs?

Themes	N
Ensure that employee pay is commensurate with workload and job expectations	19
Provide more flexibility in scheduling	18
Consider and value employees as whole people rather than tools to accomplish a job	17
Put more trust in employees and show appreciation	16
Listen to employees and consider their feedback	13
Allow opportunity for remote work	12
Be mindful of work-life balance when adding responsibilities	11
Provide more frequent and transparent communications from leadership	10
Provide more learning (e.g., tuition reimbursement) and professional development opportunities consistently across employees	10
Family support (e.g., parental leave, lactation facilities, flexible scheduling for parental duties)	7

*Open ended responses are not disaggregated between faculty and staff, due to the smaller number of responses submitted. These data reflect faculty and staff.

Employee Feedback*

Is there anything else you would like to share about GTCC?

Themes	N
Employees feel unsupported and unvalued	12
Want more communication and to have employee feedback taken seriously	9

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Staff

Staff Focus Groups

During focus groups with **staff**, the most frequently mentioned strength was **job fairs** (19 mentions). The most frequently mentioned opportunities were **remote work/increased flexibility** (79 mentions), **salary increases** (76 mentions), and **communications** (29 mentions).



Category	Theme	Strength or Opportunity	Frequency of Mention	Number of Groups
Employee Success	Remote work/ increased flexibility	Opportunity	79	3
Employee Success	Salary Increases	Opportunity	76	4
Employee Success	Communications	Opportunity	29	4
Student Success	Internships & networking opportunities	Opportunity	26	2
Meeting Community/Industry Needs	Labor forecasting/needs	Opportunity	24	2
Administrative Infrastructure	Internal Movement	Opportunity	23	2
Employee Success	Professional development	Opportunity	21	3
Community Partnerships	Job Fair	Strength	19	2
Administrative Infrastructure	Hire more personnel	Opportunity	17	3
Climate/Diversity	International Scholarships or Merit-based Scholarships	Opportunity	16	1
Enrollment Interest	Outreach	Opportunity	16	2

Opportunity: Remote Work/Increased Flexibility

Staff would like to see more flexible work options

Flexible work options would better meet employee needs and student needs

- *“Sometime on Fridays, if we're just kind of sitting in the office and not doing anything and no one comes in for two hours, we're just kind of like, Why are we sitting here? You know when, when there's nobody here? But I do understand certain times that we're working on Saturdays and being open later for students . . . that flexibility could change Saturday for a Thursday or a Friday or something.. . . it's always highest priority for employees, but we haven't gotten why we are not moving in that direction.”*

Lack of flexible options reduces morale

- *“Well, I guess, and this is just my experience, but I feel like when we see other neighboring community colleges within like 20, 30 minutes have flexible schedules, or better pay, or whatever it might be, and then GTCC is here where, you know, not getting off on Fridays at three o'clock or 12 o'clock by some of the other community colleges are? It kind of makes you wonder, like, why you choose to be here versus going somewhere else, when these other neighboring schools seem to have it so much better than we do.”*

Opportunity: Communications

Improve Top-Down Communication

Staff believe there will be increased efficiency if communication between leadership and staff improves

- *“I mean, I think a big part is like when leadership or somebody leaves the college that many people interact with, so you need to be redirected to who you should contact in regards to something that's not being trickled down like so, you know, and email isn't always accurate. If somebody lacks and you don't get an out of office or something. So I found it weeks later till I find out, Oh, that person is not here anymore. So I really need to go to someone else. That's, I think, a clear communication issue there, I mean, and I understand, like I've been told about privacy and that kind of thing, but you don't have to say why they left or whatever. All you have to say is, please, just redirect your inquiries about such and such to this person.”*
- *“I would just like to see more focus on involvement from upper leadership, to come down and actually spend more time with each department in its areas, and really getting to understand and see what the needs are, and actually not saying that they're a priority, but making them an actual priority.”*

Opportunity: Communications

Improve Cross-Departmental Communication

Ensure staff in each department know who to go to in other departments

- *“We don't get a lot of interactions with students, so I can tell you, the calls that we get is mostly a lot of them dropping, jumping from department to department, not knowing who they need to talk to, and us as staff not knowing who they need to talk to. I'm a part of that. So I guess just educating staff and knowing who students can go to.”*

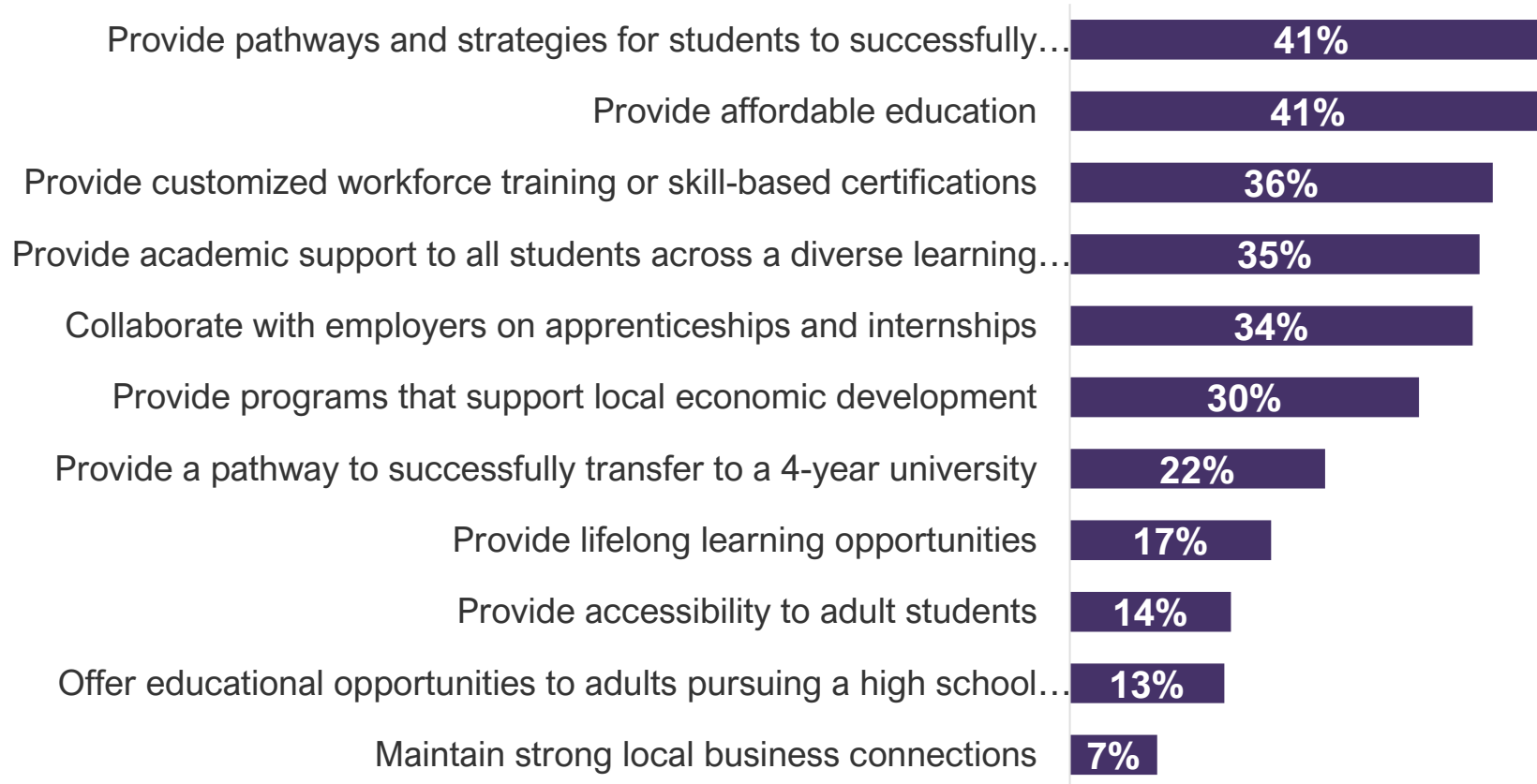
Staff Survey

A survey was administered to employees across all GTCC campuses. Altogether, 175 staff completed the survey. Staff ranked **pathways and strategies for students to successfully graduate in high demand programs and affordable education as GTCC strengths.** Opportunities for improvement included **student support services, employee salaries and benefits, and adequate staffing/workload management.**



Staff Strengths: Top Strategies Meeting Needs

What are GTCC's top strategies in meeting student, employer, and community needs? *Select the top 3 that GTCC should prioritize.*



Staff Opportunities: Meeting Needs

Is there anything else GTCC could do better to meet student, employer, and community needs?

Themes	N
Improve student support services (includes registration, disability services, advising, onboarding, processes, international student support, language support)	32
Adjustments to employee benefits (e.g., pay concerns, opportunities for raises or bonuses, educational opportunities for all faculty/staff, opportunities for professional growth, remote work opportunities)	21
Listen more to students and employees and provide opportunities for feedback	18
Increase effectiveness and transparency of communication	7
Do not transition to 8-week courses	6

Staff Opportunities: Employee Needs

What employee needs do you believe are most important for GTCC to pay attention to when planning for the future? *Select the top 3 that GTCC should prioritize.*



Opportunities: Employee Needs*

Is there anything else GTCC could do better to meet employee needs?

Themes	N
Ensure that employee pay is commensurate with workload and job expectations	19
Provide more flexibility in scheduling	18
Consider and value employees as whole people rather than tools to accomplish a job	17
Put more trust in employees and show appreciation	16
Listen to employees and consider their feedback	13
Allow opportunity for remote work	12
Be mindful of work-life balance when adding responsibilities	11
Provide more frequent and transparent communications from leadership	10
Provide more learning (e.g., tuition reimbursement) and professional development opportunities consistently across employees	10
Family support (e.g., parental leave, lactation facilities, flexible scheduling for parental duties)	7

*Open ended responses are not disaggregated between faculty and staff, due to the smaller number of responses submitted. These data reflect faculty and staff.

Employee Feedback*

Is there anything else you would like to share about GTCC?

Themes	N
Employees feel unsupported and unvalued	12
Want more communication and to have employee feedback taken seriously	9

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Leadership

Leadership Focus Groups

The consultants met with three leadership groups on campus: **College Leadership Team**, **President's Council**, and **Foundation Board**.

During the leadership focus groups, the most frequently mentioned strengths were **scholarships** (16 mentions), **dual enrollment** (13 mentions), and **special programs** (11 mentions). The most frequently mentioned opportunities were **remote work/increased flexibility** (17 mentions), **administrative process improvement** (16 mentions), and more support for the **Associates of Arts program** (12 mentions).



Category	Theme	Strength or Opportunity	Frequency of Mention	Number of Groups
Employee Success	Remote work/ increased flexibility	Opportunity	17	1
Affordability & Accessibility	Scholarships	Strength	16	3
Administrative Infrastructure	Process improvement	Opportunity	16	1
K-12 Institutions	Dual enrollment	Strength	13	2
Administrative Infrastructure	AA support/short-staffed	Opportunity	12	1
Employee Success	Salary Increases	Opportunity	11	1
Business & Industry Partnerships	Special programs (e.g., FAME, nursing, aviation)	Strength	11	2
4-year Institution Partnerships	Improved processes	Opportunity	11	2
Business & Industry Partnerships	Apprenticeships, work-based learning	Opportunity	10	2

Strength: Supporting Student Pathways

Wide Variety of Programs

College offers diverse array of programs suitable for various student demographics, including adult education, workforce training, and traditional degree programs

- *“One of the things we do well is we offer such a variety of opportunities for students, no matter where they come, if they need adult ed, if they're looking for a workforce, continuing education, short term to get straight in, or if we're looking for a credential, and we have, you know, over 80 different degree programs. So I feel like we've, we've got a lot of offerings, no matter where they're looking for.”*

Opportunity: Staffing

Hire More Faculty/Staff to Fill All Needs

More desire for courses than available staff

- *“Also, one of the things that I think, is one of the biggest challenges that are one of one of the large challenges that all of us deal with, has to do with when we're running up to the start of the semester and we're trying to get students into classes, and we start running out of space, and there's just no more sections of English or math or whatever it is, anything that we could do to improve being able to hire qualified faculty so that we can offer all the sections that are being requested of us would be really great.”*

A need for staff who do not work directly with students as well

- *“So I think one of the things that we need to do is focus on some of the back office operations and trying to get us some staffing to help, because the more everybody else grows.”*

Opportunity: Support Employees

Provide More Autonomy for Employees

- Flexible work schedule/remote work
- Allow supervisors to manage departments and schedules
- Bonus leave/paid time off during holidays

Increase Employee Recognition

- Consider modifying the schedule to full days
- Focus on celebration and recognition

Opportunity: Student Interest

Increase Targeted Marketing

- Begin marketing as early as middle school
- Consider branding the campuses/marketing specific programs at campuses

Add Athletic Facilities/Gym

- Raise funds to support the building of these resources
- Consider partnering with the City of Jamestown for shared use

Paid Internships

- Expand opportunities for paid internships or work-based learning opportunities

External Stakeholders

External Stakeholders Survey

A survey was administered to external stakeholders in the region, including business, industry, and community partners. Altogether, 179 individuals completed the survey. External stakeholders ranked **customized workforce training, apprenticeships and internships, and affordable education as GTCC strengths. Opportunities** for improvement included **improvements in GTCC's communications, infrastructure, and cooperative ventures with community, business, and industry partners.**



Strengths: Meeting Needs

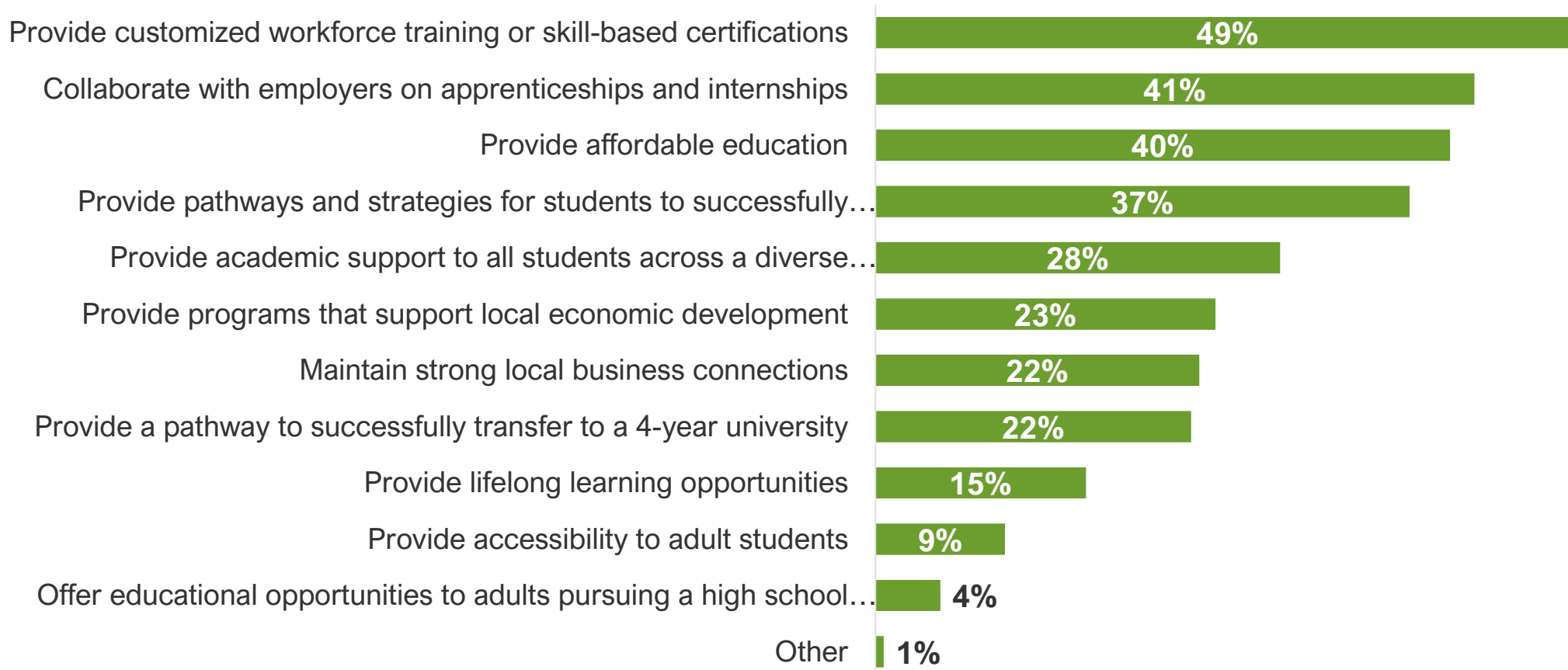
How well do you think GTCC does in meeting student, employer, and community needs?

Rated on a scale of 1 to 10, with 1 being the lowest rating.



Strengths: Top Strategies Meeting Needs

What are GTCC's top strategies in meeting student, employer, and community needs? *Select the top 3 that GTCC should prioritize.*



N = 179

Opportunities: Meeting Needs

Is there anything else GTCC could do to better meet student, employer, and community needs?

Themes	N
Improved opportunities for communication <i>to</i> GTCC, as well as frequency of communication <i>from</i> GTCC	7
Improved or expanded cooperative ventures between GTCC and community/business partners	6
Address campus infrastructure (e.g., ADA capabilities, building maintenance, parking, building updates)	5
Increase accessibility (e.g., more options for night classes, longer courses, windows for start dates)	4
Limited availability of faculty	2

Overall Themes

Most Prevalent Themes Across Focus Groups

Category	Theme	Strength or Opportunity	Frequency of Mention	Number of Groups
Employee Success	Remote work/ increased flexibility	Opportunity	132	8
Employee Success	Salary increases	Opportunity	87	5
Student Success	Internships & networking opportunities	Opportunity	63	6
Student Success	Titan Link	Strength	57	6
Student Success	Tutoring	Strength	48	5
Affordability & Accessibility	Scholarships	Strength	47	8
Facilities	Tech/internet/Wi-Fi on campus	Opportunity	45	5
Employee Success	Communications	Opportunity	39	6
Career & Program Selection	Advising	Opportunity	37	5
Climate/Diversity	International scholarships or Merit-based scholarships	Opportunity	36	3
Employee Success	Professional development	Opportunity	36	6
Enrollment Interest	Outreach	Opportunity	34	5
Student Success	8-week courses	Opportunity	34	5
Enrollment Interest	Advertising/marketing	Opportunity	30	5

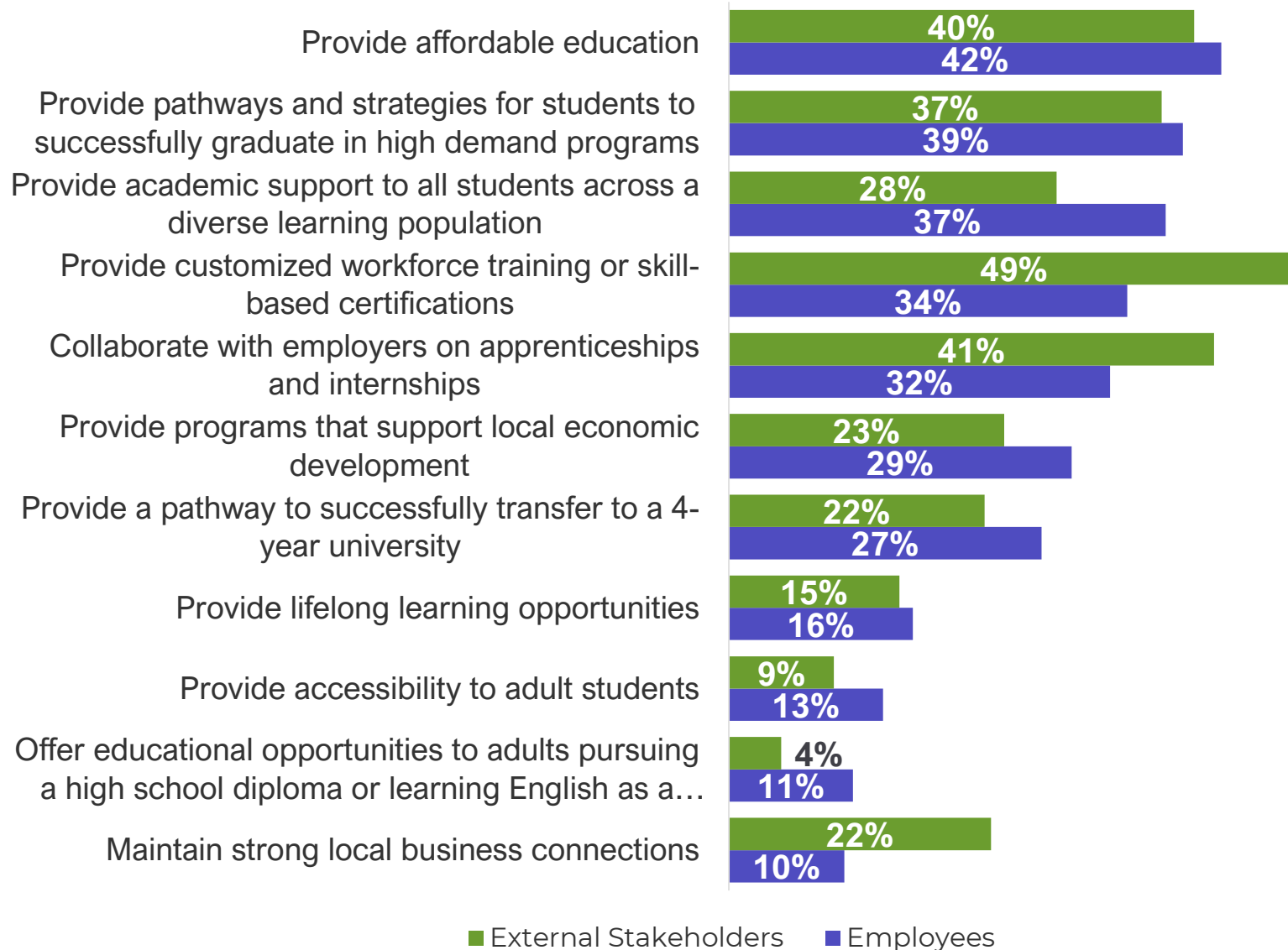
OVERALL: Meeting Stakeholder Needs (Surveys)

How well do you think GTCC does in meeting [stakeholder] needs?*



*Students were asked to rate for student needs, employees rated student, employer, and community needs separately (the average of all is shown here), and external stakeholders rated student, employer, and community needs overall.

OVERALL: Strategies in Meeting Stakeholder Needs



NOTEWORTHY

AFFORDABLE

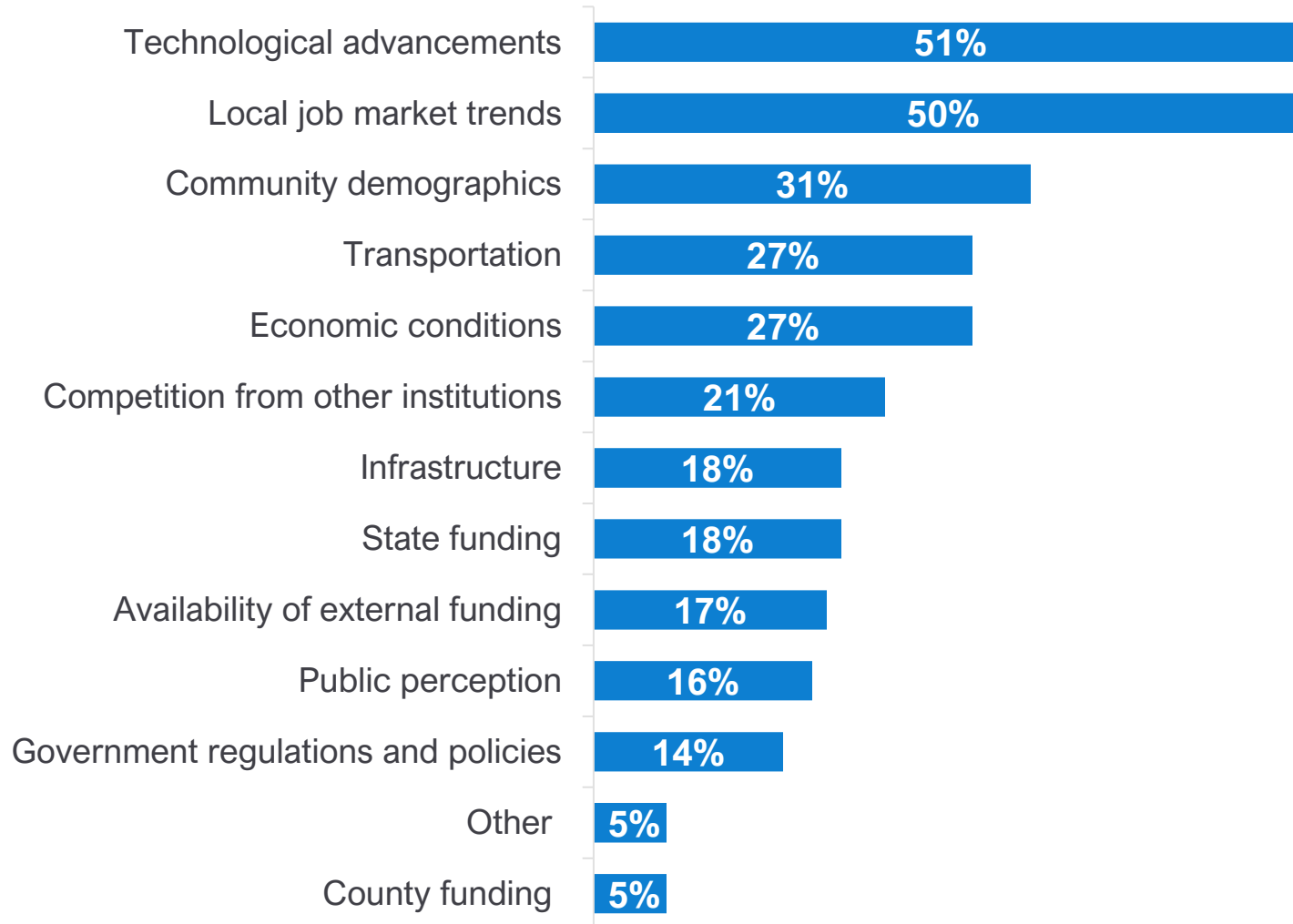
EDUCATION is the only strategy in the top three for both employees and external stakeholders

The top FIVE strategies vary in order, but are otherwise consistent across groups

Section Three

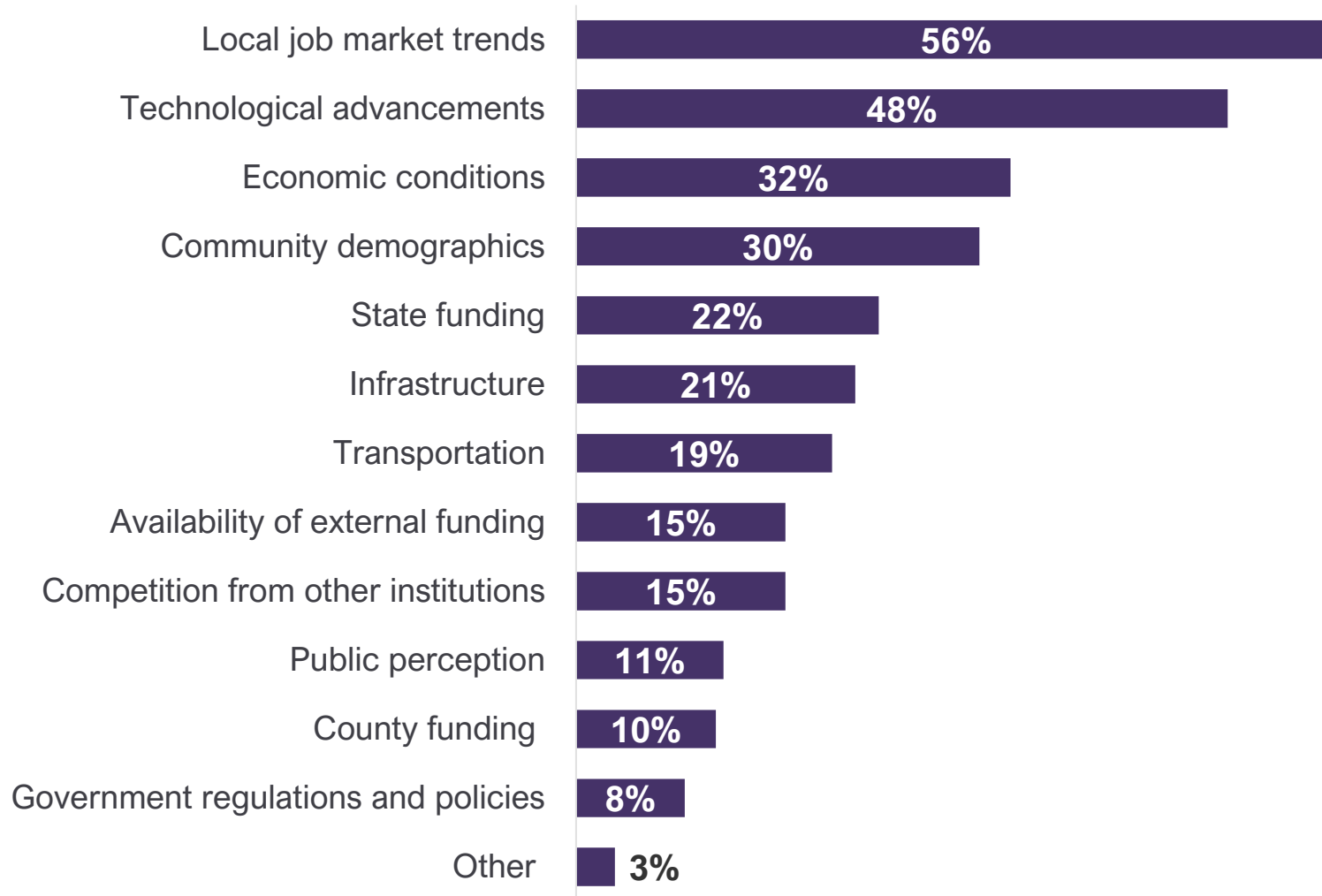
Factors to Consider for the Next Strategic Plan

FACULTY: Factors Impacting Programs



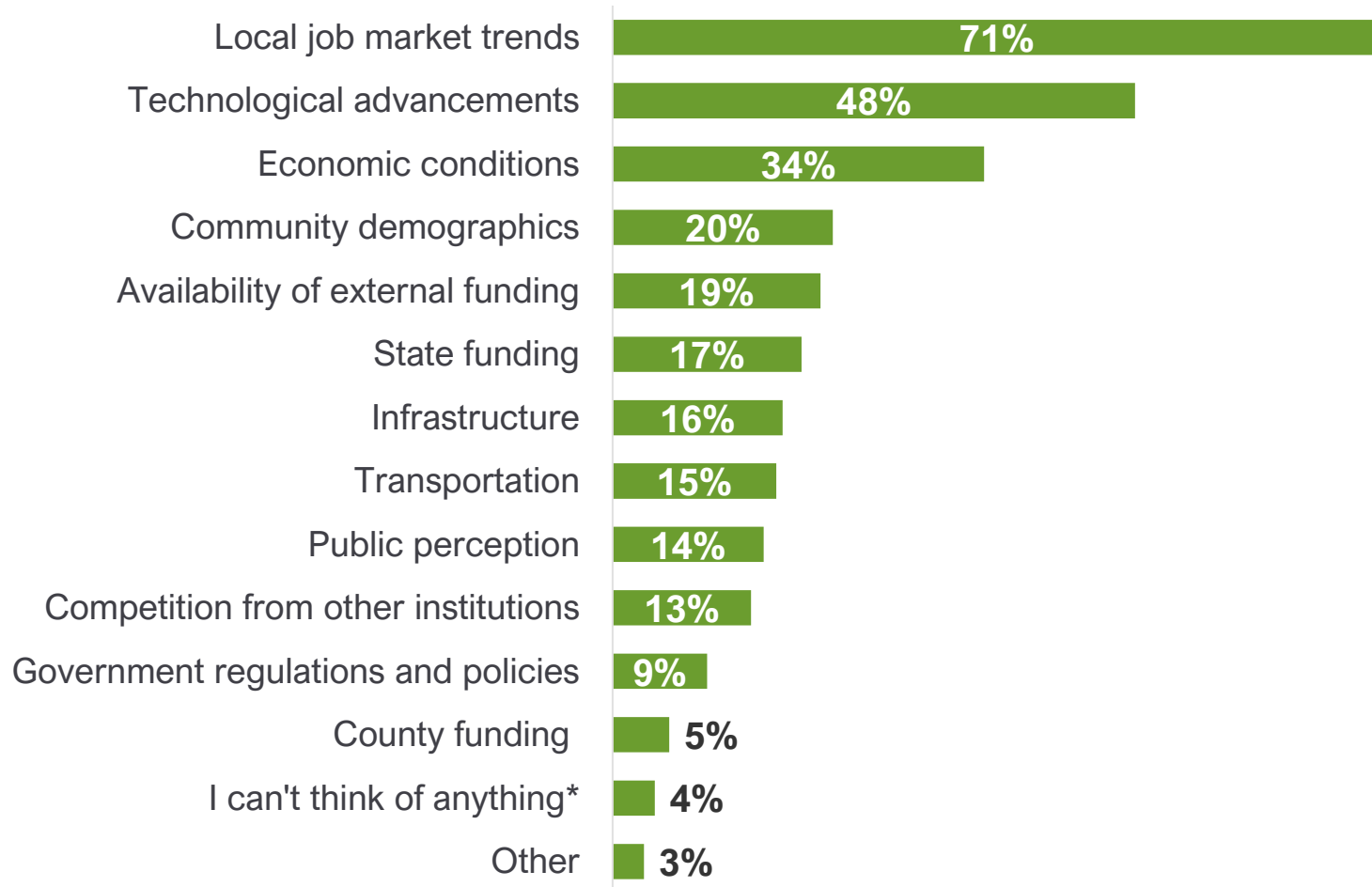
Consider the following factors or things outside of GTCC that might impact their programs. What factors do you believe are important for GTCC to pay attention to when planning for the future? *Select the top 3.*

STAFF: Factors Impacting Programs



Consider the following factors or things outside of GTCC that might impact their programs. What factors do you believe are important for GTCC to pay attention to when planning for the future? *Select the top 3.*

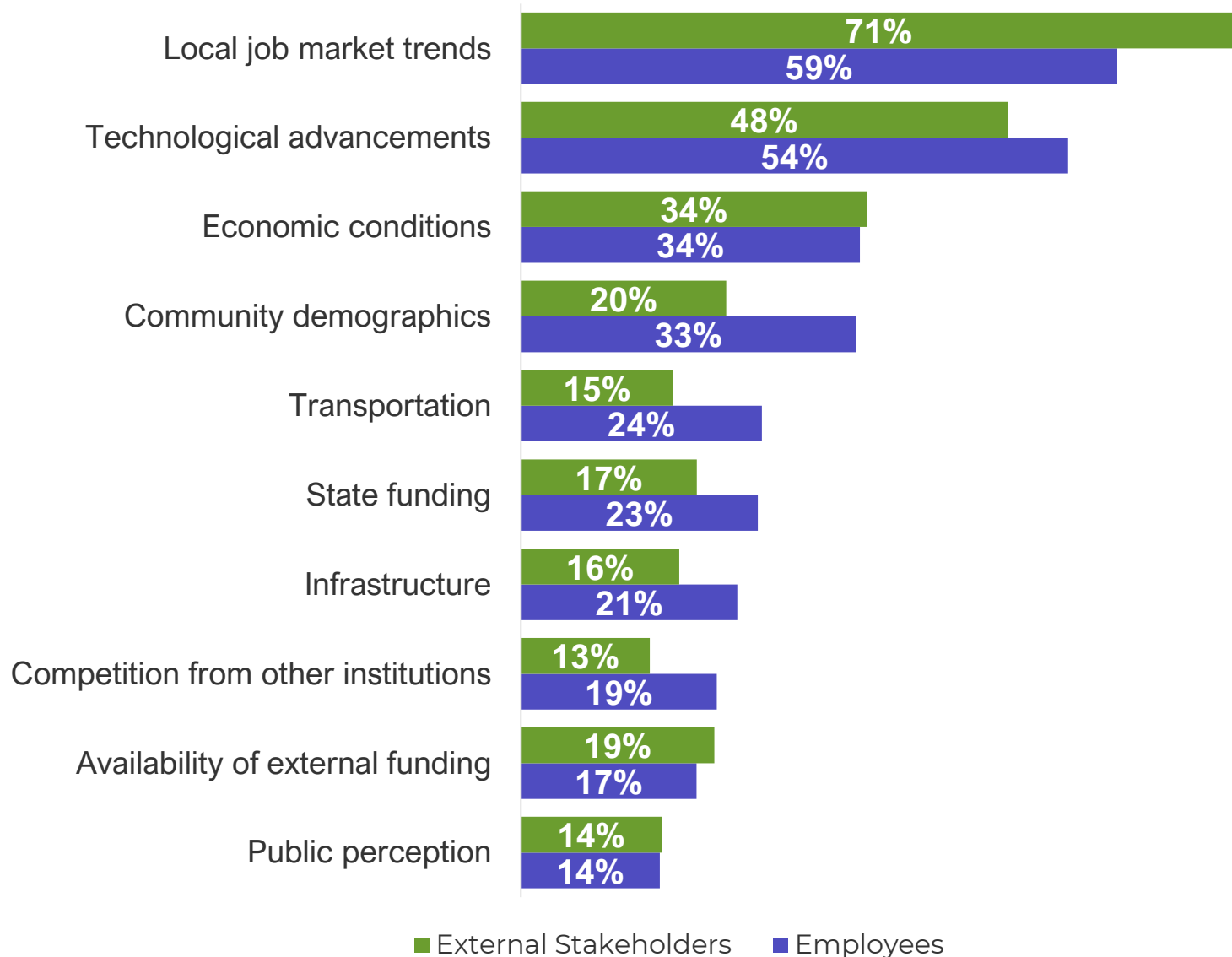
EXTERNAL STAKEHOLDERS: Factors Impacting Programs



Consider the following factors or things outside of GTCC that might impact their programs. What factors do you believe are important for GTCC to pay attention to when planning for the future? *Select the top 3.*

*Respondents selecting "I can't think of anything" were removed from the denominator of other factors in this question.

OVERALL: Factors Impacting Programs



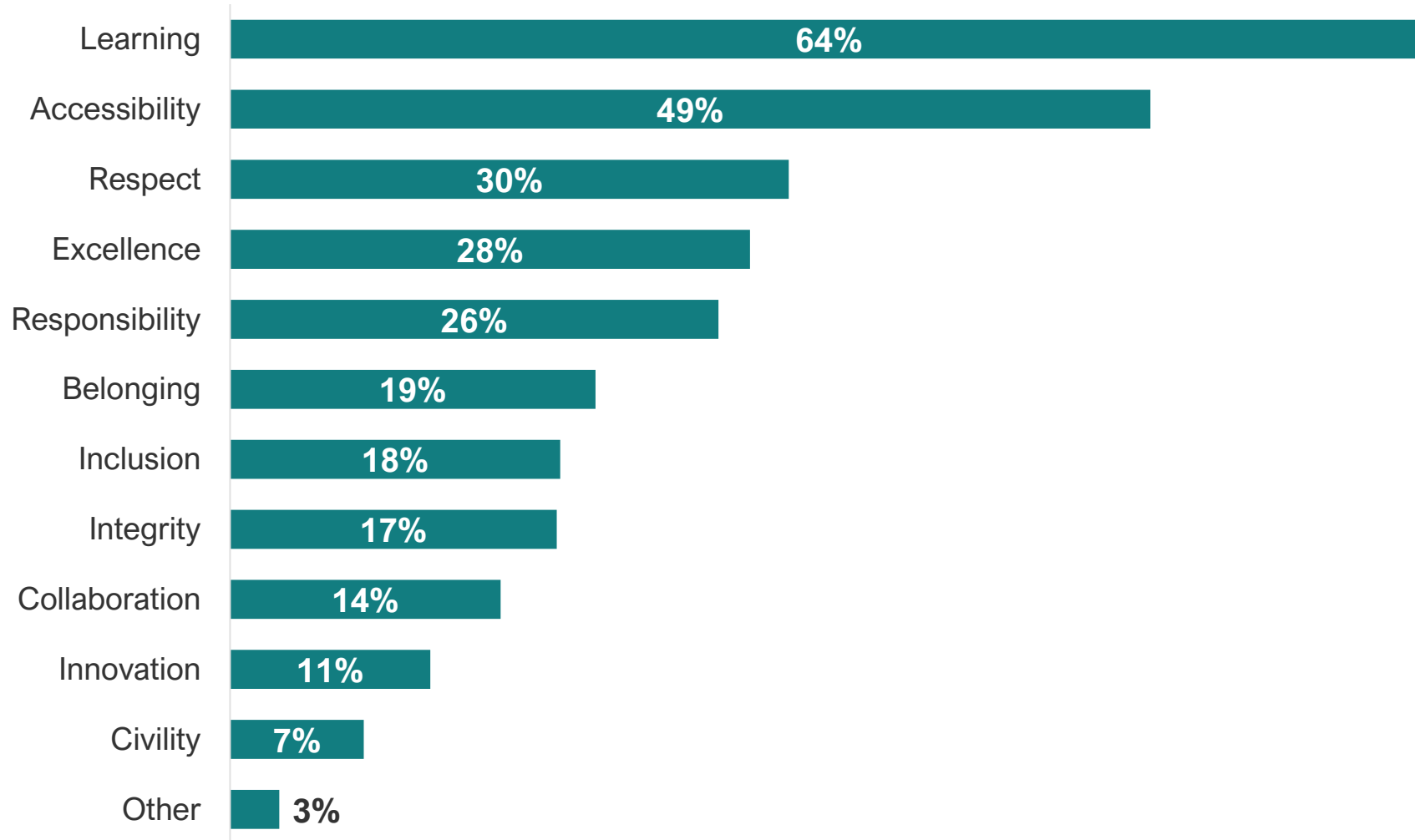
NOTEWORTHY

LOCAL JOB MARKET TRENDS, TECHNOLOGICAL ADVANCEMENTS, and ECONOMIC CONDITIONS are the top factors to pay attention to according to employees and external stakeholders

Section Four

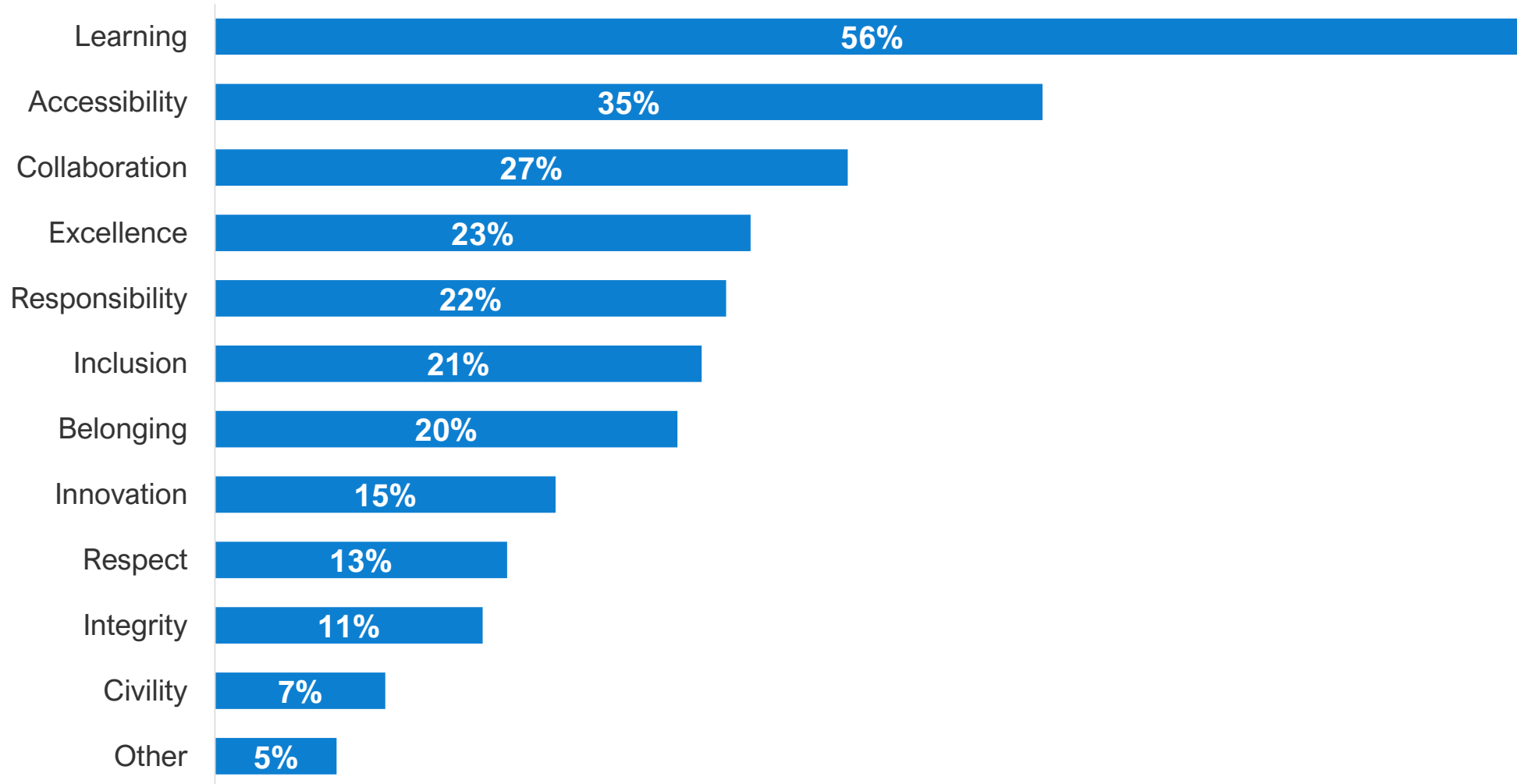
Values Associated with GTCC

STUDENTS: Values Associated with GTCC

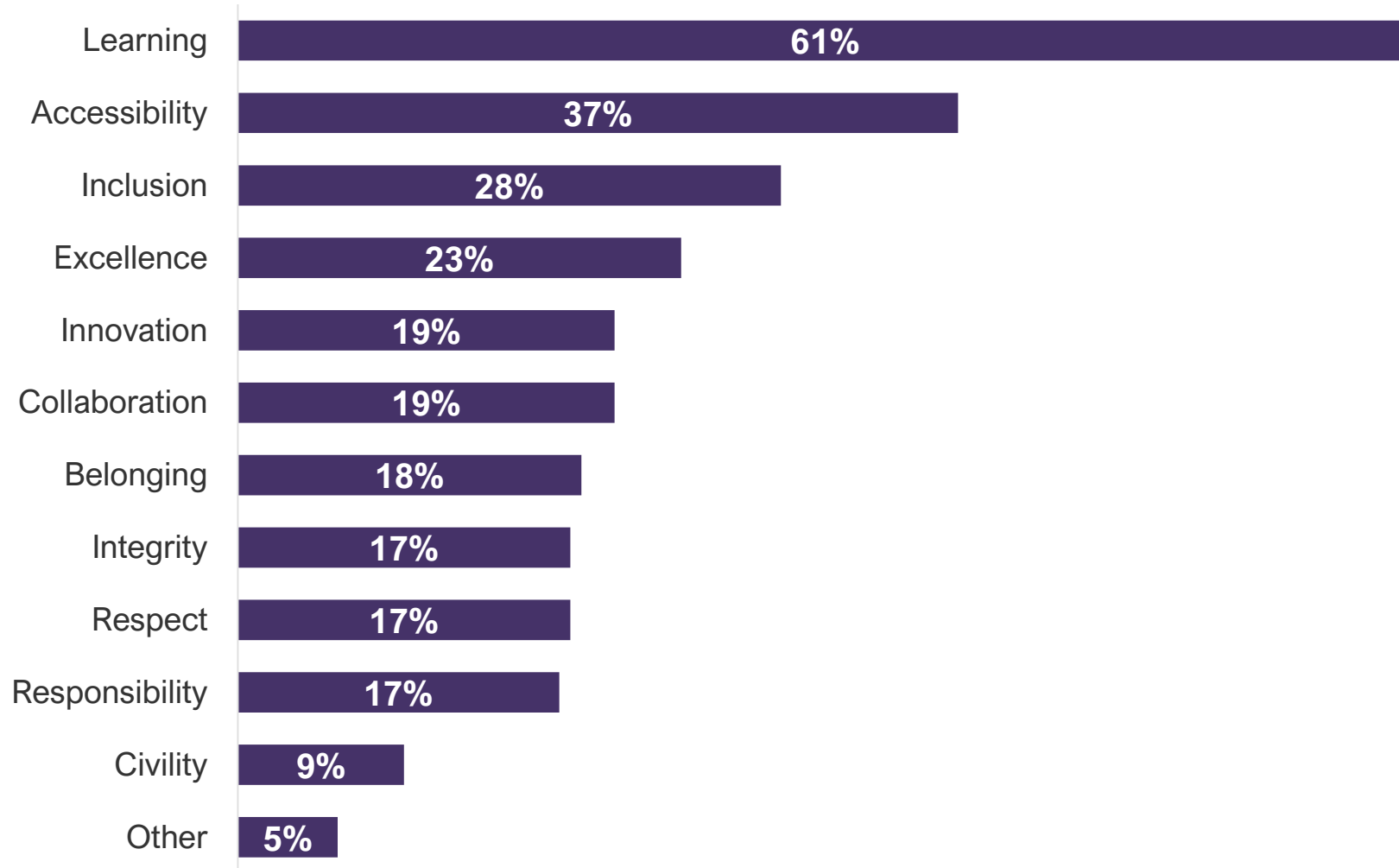


N = 534

FACULTY: Values Associated with GTCC

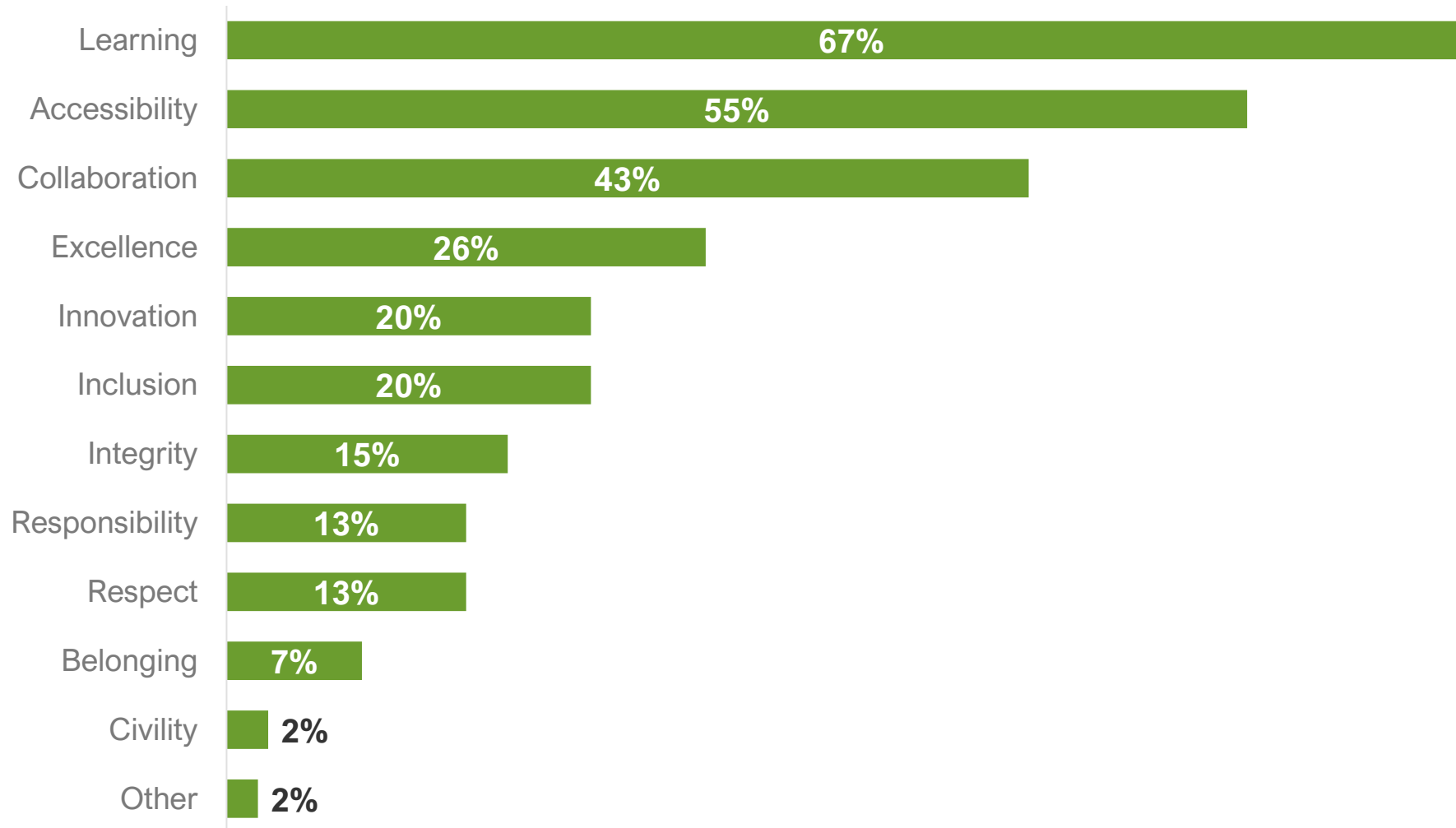


STAFF: Values Associated with GTCC



N = 175

EXTERNAL STAKEHOLDERS: Values Associated with GTCC



N = 179

OVERALL: Values Associated with GTCC

	Students (N=534)		Employees (N=274)		External (N=179)	
	Rating	%	Rating	%	Rating	%
Learning	1	63.86%	1	58.76%	1	67.04%
Accessibility	2	49.06%	2	36.50%	2	54.75%
Respect	3	29.78%	9	15.33%	8	12.85%
Excellence	4	27.72%	4	22.99%	4	25.70%
Responsibility	5	26.03%	7	18.25%	9	12.85%
Belonging	6	19.48%	6	18.61%	10	7.26%
Inclusion	7	17.60%	3	25.18%	5	19.55%
Integrity	8	17.42%	10	14.96%	7	15.08%
Collaboration	9	14.42%	5	22.26%	3	43.02%
Innovation	10	10.67%	8	17.88%	6	19.55%
Civility	11	7.12%	11	8.03%	11	2.23%
Other	12	2.62%	12	5.11%	12	1.68%

NOTEWORTHY

LEARNING and ACCESSIBILITY are the top-rated values across all groups

RESPECT is much higher for students than employees and external stakeholders

INCLUSION is higher for employees than external stakeholders and students

COLLABORATION is much higher for external stakeholders than students and employees

Section Five

Appendices

Appendices

Appendix A: Student Survey Data

Demographic Data

Students

Which of the following applies to you?

	N	%
Full-time	304	56.93%
Part-time	230	43.07%
Total	534	100.00%

How would you describe your student status?

	N	%
Working towards an associate degree	368	69.83%
Working towards a certificate or diploma	76	14.42%
High school student taking dual enrollment classes for college credit	50	9.49%
Early/Middle college student	19	3.61%
Preparing for licensure exams or working towards an industry credential	14	2.66%
Total	527	100.00%

Demographic Data

Students

What is your plan/goal after you complete your studies at GTCC?

	N	%
Transfer to a 4-year university	238	44.65%
Enter the workforce	200	37.52%
I'm not sure	95	17.82%
Total	533	100.00%

Students planning to transfer were asked:



How well do you feel your experiences at GTCC are preparing you for your upcoming transfer?

	N	%
Extremely well	94	39.83%
Moderately well	112	47.46%
A little	28	11.86%
Not at all	2	0.85%
Total	236	100.00%

Meeting Student Needs

Students

On a scale of 1 to 10, with 1 being the lowest rating, how well does GTCC meet the following student needs?

	N familiar	M
Equal opportunities and respect for all students, regardless of their background or who they are	497	8.91
Opportunity to transfer to a four-year institution	434	8.77
Affordable tuition and fees	482	8.58
Earn skill-based certifications	383	8.49
Access to advising services and other student services	492	8.48
Access to financial assistance or resources	454	8.44
Flexibility to learn on my own schedule	504	8.34
Learn from faculty with different backgrounds and perspectives	475	8.16
Graduate job-ready	383	8.08
Help students choose their educational program and/or career path	472	8.07
Orient students to the college so they have early academic success	445	8.04
Communicate with students about their educational status and what the student needs to do to be successful	482	7.95
Create a strong sense of belonging at the college	472	7.93
Opportunities for apprenticeships and internships	357	7.46
Overall M		8.26

Meeting Student Needs

Students

Regardless of whether or not you needed it, please rate the level of support that has been available to you in the following areas.

	N	M
Staying on track to complete my program of study	509	8.29
Familiarizing myself with the campus and academic processes, including how to register for courses	506	8.19
Selecting a program of study to support my career goals	508	8.19
Identifying a career pathway that aligns with my career goals	509	7.98
Overall M		8.16

Meeting Student Needs

Students

Is there anything else GTCC could do to better meet student needs?

Themes	N
Student support, including tutoring and advising services, and disability accommodations	18
Do not force the switch to 8-week courses	10
Desire for more flexibility with course delivery (timing and format)	9
Address under resourced departments and/or campuses (especially High Point Campus)	5
Student support, including tutoring and advising services, and disability accommodations	18

Planning for the Future

Students

What factors do you believe are the most important for GTCC to pay attention to when planning for the future? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Quality of instructors	222	45.31%
Affordability	195	39.80%
Course availability	194	39.59%
Advising and guidance	152	31.02%
Program alignment with career pathways	140	28.57%
Support services	121	24.69%
Alternative learning schedules	118	24.08%
Facilities and resources	84	17.14%
Diversity and inclusion	59	12.04%
Class size	55	11.22%
Other	21	4.29%
Total (Excludes those who can't think of anything)	490	100.00%
I can't think of anything that would impact GTCC's ability to meet student/employer/community needs*	44	8.24%

**Removed from denominator of other factors in this question*

Values

Students

What values do you associate with GTCC? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Learning	341	63.86%
Accessibility	262	49.06%
Respect	156	29.78%
Excellence	148	27.72%
Responsibility	139	26.03%
Belonging	104	19.48%
Inclusion	94	17.60%
Integrity	93	17.42%
Collaboration	76	14.42%
Innovation	55	10.67%
Civility	38	7.12%
Other	14	2.62%
Total	534	

Other Thoughts

Students

Is there anything else you would like to share about GTCC?

Themes	N
Positive Experience	26
Direct more funds to under resourced facilities and/or programs	4
Increase quality of advising services	4

ABE: Demographic Data

ABE Students

What classes do you take?

	N	%
Adult Basic Education	73	31.88%
High School Equivalency (GED, HiSET)	28	12.23%
English for Speakers of Other Languages	82	35.81%
Other	34	14.85%
Missing	12	5.24%
Total	229	100.00%

ABE: Meeting Student Needs

ABE Students

Is it easy for you to get help when you need it?

	N	%
Not easy	10	4.37%
A little easy	43	18.78%
Mostly easy	92	40.17%
Very easy	83	36.24%
Missing	1	0.44%
Total	229	100.00%

Is GTCC a good place for you to study and learn?

	N	%
Not good	2	0.87%
A little good	9	3.93%
Mostly good	65	28.38%
Very good	152	66.38%
Missing	1	0.44%
Total	229	100.00%

ABE: Meeting Student Needs

ABE Students

If you could change one thing about GTCC, what would you change and why?

Themes	N
Increase or enhance student support (including advising, tutoring, understanding policies)	8
Provide more quiet study spaces	7
Provide access to food options on campus	5
Student housing availability or guidance	5
More engagement (especially at High Point Campus)	5
Provide later hours on campus and for resources (e.g., library)	4

Appendices

Appendix B: Employee Survey Data

Demographic Data

Employees

Which of the following applies to you?

	N	%	
Faculty, full-time	85	31.02%	Faculty = 35.03%
Faculty, part-time	11	4.01%	
Staff, full-time	159	58.03%	Staff = 63.87%
Staff, part-time	16	5.84%	
Missing	3	1.09%	
Total	274	100.00%	

Faculty were asked:



Which of the following areas do you primarily teach?

	N	%
Career Technical Education Curriculum Classes	39	40.63%
Transfer/General Education Curriculum Classes	45	46.88%
Workforce Continuing Education (non-credit) Classes	11	11.46%
Adult Education Classes such as ABE, HSE (GED, HiSET), or ESOL	4	4.17%
Total	96	100.00%

Meeting Needs

Employees

On a scale of 1 to 10, with 1 being the lowest rating, how well do you think GTCC does in meeting the following needs?

	N	M
Student needs	272	7.65
Employer needs	267	6.64
Community needs	271	7.37
Overall M		7.22

Meeting Needs

Employees

What are GTCC's top strategies in meeting student, employer, and community needs? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Provide affordable education	115	41.97%
Provide pathways and strategies for students to successfully graduate in high demand programs	106	38.69%
Provide academic support to all students across a diverse learning population	102	37.23%
Provide customized workforce training or skill-based certifications	93	33.94%
Collaborate with employers on apprenticeships and internships	89	32.48%
Provide programs that support local economic development	80	29.20%
Provide a pathway to successfully transfer to a 4-year university	73	26.64%
Provide lifelong learning opportunities	43	15.69%
Provide accessibility to adult students	36	13.14%
Offer educational opportunities to adults pursuing a high school diploma or learning English as a second language	29	10.58%
Maintain strong local business connections	27	9.85%
Other	9	3.28%
Total	274	

Meeting Needs

Employees

Is there anything else GTCC could do to better meet student, employer, and community needs?

Themes	N
Improve student support services (includes registration, disability services, advising, onboarding, processes, international student support, language support)	32
Adjustments to employee benefits (e.g., pay concerns, opportunities for raises or bonuses, educational opportunities for all faculty/staff, opportunities for professional growth, remote work opportunities)	21
Listen more to students and employees and provide opportunities for feedback	18
Increase effectiveness and transparency of communication	7
Do not transition to 8-week courses	6

Planning for the Future

Employees

What employee needs do you believe are most important for GTCC to pay attention to when planning for the future? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Appropriate salaries/wages for the work I do	177	64.60%
Adequate staffing/workload management	122	44.53%
Communications between departments, divisions, and areas across the college	88	32.12%
Opportunities for employee professional development	63	22.99%
Communications from senior leaders	49	17.88%
Technology support	39	14.23%
Availability of materials/resources to do my job	38	13.87%
Support to try new things	36	13.14%
Commitment of institutional leaders to ongoing improvement	35	12.77%
Sense of belonging	32	11.68%
Communications from supervisors/directors/deans	30	10.95%
Other	29	10.58%
Sense of personal safety in the workplace	21	7.66%
Great facilities and workspaces	20	7.30%
Cleanliness and maintenance of the overall campus	13	4.74%
Total	274	

Planning for the Future

Employees

Consider the following factors or things outside of GTCC that might impact their programs. What factors do you believe are important for GTCC to pay attention to when planning for the future? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Local job market trends	146	59.11%
Technological advancements	134	54.25%
Economic conditions	83	33.60%
Community demographics	82	33.20%
Transportation	59	23.89%
State funding	58	23.48%
Infrastructure	53	21.46%
Competition from other institutions	48	19.43%
Availability of external funding	43	17.41%
Public perception	34	13.77%
Government regulations and policies	27	10.93%
County funding	24	9.72%
Other	10	4.05%
I can't think of anything that would impact GTCC's ability to meet student/employer/community needs	0	0.00%
Total	247	

Values

Employees

What values do you associate with GTCC? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Learning	161	58.76%
Accessibility	100	36.50%
Inclusion	69	25.18%
Excellence	63	22.99%
Collaboration	61	22.26%
Belonging	51	18.61%
Responsibility	50	18.25%
Innovation	49	17.88%
Respect	42	15.33%
Integrity	41	14.96%
Civility	22	8.03%
Other	14	5.11%
Total	274	

Other Thoughts

Employees

Is there anything else you would like to share about GTCC?

Themes	N
Employees feel unsupported and unvalued	12
Want more communication and to have employee feedback taken seriously	9

Appendices

Appendix C: External Stakeholder Survey Data

Demographic Data

External

Which of the following best describes your role as it relates to Guilford Technical Community College?

	N	%
I am an employer	87	48.60%
Other or unsure	28	15.64%
I am an educational partner	23	12.85%
I am a local government official	16	8.94%
I am a community partner	10	5.59%
I am an economic development partner	9	5.03%
I am a funder	4	2.23%
Missing	2	1.12%
Total	179	100%

Demographic Data

External

Employers were asked: Have you collaborated with GTCC in the past?

	N	%
Yes	79	90.80%
No	7	8.05%
Missing	1	1.15%
Total	87	100%

Educational Partners were asked: Which of the following best describes your position?

	N	%
I work in/with a 4-year university	12	52.17%
I work in/with a K-12 school	8	34.78%
Other	2	8.70%
I work in/with a homeschool association	1	4.35%
Total	23	100.00%

Meeting Needs

External Stakeholders

On a scale of 1 to 10, with 1 being the lowest rating, how well do you think GTCC does in meeting student, employer, and community needs?

	N	M
Student, employer, and community needs	170	8.15

Meeting Needs

External Stakeholders

What are GTCC's top strategies in meeting student, employer, and community needs? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Provide customized workforce training or skill-based certifications	87	48.60%
Collaborate with employers on apprenticeships and internships	74	41.34%
Provide affordable education	71	39.66%
Provide pathways and strategies for students to successfully graduate in high demand programs	66	36.87%
Provide academic support to all students across a diverse learning population	50	27.93%
Provide programs that support local economic development	42	23.46%
Maintain strong local business connections	40	22.35%
Provide a pathway to successfully transfer to a 4-year university	39	21.79%
Provide lifelong learning opportunities	26	14.53%
Provide accessibility to adult students	16	8.94%
Offer educational opportunities to adults pursuing a high school diploma or learning English as a second language	8	4.47%
Other	1	0.56%
Total	179	

Meeting Needs

External Stakeholders

Is there anything else GTCC could do to better meet student, employer, and community needs?

Themes	N
Increase opportunities for communication <i>to</i> GTCC and increase communication <i>from</i> GTCC	7
Address campus infrastructure (ADA capabilities, building maintenance, parking, building updates)	5
Increase accessibility (more options for night classes, partnering with organizations to close achievement gap, windows for start dates)	5

Planning for the Future

External Stakeholders

Consider the following factors or things outside of GTCC that might impact their programs. What factors do you believe are important for GTCC to pay attention to when planning for the future? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Local job market trends	122	70.93%
Technological advancements	83	48.26%
Economic conditions	59	34.30%
Community demographics	35	20.35%
Availability of external funding	33	19.19%
State funding	30	17.44%
Infrastructure	27	15.70%
Transportation	26	15.12%
Public perception	24	13.95%
Competition from other institutions	22	12.79%
Government regulations and policies	15	8.72%
County funding	9	5.23%
Other	5	2.91%
Total (excludes those who can't think of anything)	172	100.00%
I can't think of anything that would impact GTCC's ability to meet student/employer/community needs*	7	3.91%

**Removed from denominator of other factors in this question*

Values

External Stakeholders

What values do you associate with GTCC? *Note: This question was select the top 3. Percents will not sum to 100.*

	N	%
Learning	120	67.04%
Accessibility	98	54.75%
Collaboration	77	43.02%
Excellence	46	25.70%
Inclusion	35	19.55%
Innovation	35	19.55%
Integrity	27	15.08%
Respect	23	12.85%
Responsibility	23	12.85%
Belonging	13	7.26%
Civility	4	2.23%
Other	3	1.68%
Total	179	

Meeting Needs

External Stakeholders

Is there anything else GTCC could do to better meet student, employer, and community needs?

Themes	N
GTCC is associated with high quality education	7
There is a need to understand community needs so GTCC can work on meeting those needs	3

Appendices

Appendix D: Focus Group Themes