ATC

The Transformation of a Campus Through Effective Management

An Achievement Report
Table of Contents

Executive Summary 3
Historical Review 5
Improvements to ATC 6
AC – TSTC Amarillo Academic Program Transition Plan 8
Enrollment 12
Employee Comparison 14
Budget Comparison 17
Strategic Partnerships 19
Auxiliary Enterprises 21
Housing 23
ATC Management Team 25
Appendix A 26
Executive Summary

The transformation of TSTC Amarillo to Amarillo Technical Center (ATC), a division of Amarillo College has been a long and arduous process. The journey is not finished. The employees who remain at ATC have worked diligently to ensure that the campus continues its long tradition of quality technical training.

The hard work and dedication to ATC by this group of employees cannot be ignored and is a primary reason for its success.

The employees at Amarillo College’s other campuses have also played an important role. They took the consolidation as a challenge and met it with enthusiasm.

Together these groups of quality employees have forged lasting bonds that will continue past the final stages of transformation.

The final result is ATC delivering quality technical education to all neighbors in the Panhandle and the region.

Amarillo Technical Center has accomplished much in the past five years and its great employees are responsible.

The following figures indicate the fiscal savings brought to the taxpayers through cost avoidance created by the merger of Amarillo College and TSTC Amarillo:

Fiscal Highlights:

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amarillo College Investment in Plant</td>
<td>$1,672,665</td>
</tr>
<tr>
<td>Employee Salary Avoidance</td>
<td>$16,590,000</td>
</tr>
<tr>
<td>Budget Reduction</td>
<td>$5,396,505</td>
</tr>
<tr>
<td>Physical Plant Appropriation Avoided</td>
<td>$7,630,194</td>
</tr>
</tbody>
</table>

Highlights From This Report:

- **Improvements to ATC**
  - An 89% increase in Capital Improvement projects since FY95
  - Over $500,000 will be spent on ATC Capital Improvements in FY01.

- **Employee Comparison**
  - Total employees at ATC reduced by 48% since FY95
• FY95 budget contained 166 full-time employees compared to 87 employees in FY01.

• ATC has accomplished reducing its staffing while serving greater numbers of students.

Enrollment

• ATC is serving more students with a greater variety of programs.

• Academic program growth has been over 75% in the last five years.

• Continuing Education programs have grown over 280% in the last five years.

Budget Comparison

• ATC has managed its fiscal resources effectively.

• ATC has reduced its operating budgets by $1.6 million in seven years.

Strategic Partnerships

• ATC is now recognized as a quality trainer in technical education.

• Strategic partnerships and alliances with local and regional partners have grown, creating even greater opportunities for AC.

Auxiliary Enterprises

• Auxiliary Enterprises has increased income by over $650,000 in the last six years.

• Margins created by Auxiliary Enterprises will generate over $500,000 in funds available for reinvestment.

Housing

• ATC Housing has improved its occupancy rate by over 15% in the last six years.

• Housing has developed and implemented a successful upgrade plan to improve ATC’s fixed assets.
Historical Review

On September 1, 1995 legislation took effect that required Amarillo College and TSTC to enter into an agreement that mandated AC to lease the land and facilities and to acquire the equipment of the TSTC Amarillo campus for the purpose of managing and operating the campus as part of AC.

This was the birth of Amarillo Technical Center.

The legislature in House Bill 2507 accomplished the transfer of control of the TSTC Campus to AC and renamed the campus “Amarillo Technical Center, a Division of Amarillo College,” or ATC.

This transfer was coordinated with the Texas Higher Education Coordinating Board (THECB). Amarillo College personnel and TSTC Amarillo personnel developed a merger plan. This plan was submitted to both THECB and the Southern Association of Colleges and Schools (SACS), for approval. Both accrediting agencies signed off on the merger plan.

The task of “growing” ATC began in earnest.

Our regional legislators and other political supporters of the merger had a vision of ATC. They envisioned that ATC would serve the community, region, and Panhandle with high quality technical education. ATC was to be more than just a traditional technical campus based on the Community College model, but rather a place for high quality technical education that would be provided to, and in conjunction, with industry partners.

ATC is working to realize its full potential.

By developing creative partnerships and forming strategic alliances with neighboring colleges and regional industries, ATC is maximizing resources to develop and expand the many opportunities it can provide for its neighbors.

This report presents the transformation picture in a broad perspective. It provides an overview of the dynamics of change brought about by ATC’s management through positive actions to accomplish a successful transfer, restructuring, and merger.
Improvements to ATC

ATC has implemented several renovation programs over the last five years. The dollars recaptured from auxiliary income are being used to improve the campus’s buildings, facilities, housing, Residence Halls, and grounds. With this approach the improvements are funded totally with internal funds and not with taxpayer dollars.

The renovation programs currently underway include the following:

- Housing upgrade
- Residence Halls
- Campus Buildings

The total dollars in each area are shown in the following descriptive table:

<table>
<thead>
<tr>
<th></th>
<th>FY95</th>
<th>FY96</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Plant</td>
<td>$56,653</td>
<td>$20,000</td>
<td>$23,000</td>
<td>$115,000</td>
<td>$21,000</td>
<td>$153,534</td>
<td>$236,140</td>
</tr>
<tr>
<td>Housing</td>
<td></td>
<td>$187,000</td>
<td>$165,000</td>
<td>$215,000</td>
<td>$215,000</td>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>Residence Halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>65,338</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$56,653</td>
<td>$20,000</td>
<td>$210,000</td>
<td>$280,000</td>
<td>$236,000</td>
<td>$368,534</td>
<td>$501,478</td>
</tr>
</tbody>
</table>

ATC’s Housing Upgrade

ATC’s Housing Upgrade follows a three-year program that began in September 1998. The program takes a portion of its rental income and directly reinvests it into vacant houses. The program will reinvest roughly $200,000 per year to upgrade approximately 100 units. This $600,000 is being diverted from profits and sewn right back into improvement of these 331 fixed assets.

ATC’s Residence Halls

The employees of ATC’s Residence Halls have designed and developed a four-year upgrade plan. By improving the condition of this fixed asset, ATC’s management is seeking to ensure the Residence Halls will:

- be in use for the foreseeable future,
- attract more students, and
- encourage ATC program growth by introducing more students to the campus.
The plan will require an investment of roughly $200,000 over the four years. This plan will also be funded through internally generated monies from Auxiliary Enterprises.

**The ATC Campus**

ATC buildings have been undergoing continual evaluation since the merger. The ATC Physical Plant Department has developed and works through a rolling five year plan. This ensures we are always looking forward to improvements and not simply reacting to problems as they occur. This proactive approach ensures that the facilities are kept in good repair and will last for years to come. The following chart demonstrates the monies poured back into ATC for building improvements each year.

As is clearly demonstrated, ATC is actively involved in renewing itself with internally generated funds. By effective use of the fixed assets associated with ATC, the campus will continue to grow and be even more effective. This will enable ATC to realize its potential and become the regional technical training facility that was envisioned by the legislature.
AC–TSTC Amarillo Academic Program Transition Plan

The merger of Amarillo College with TSTC Amarillo continues. The original transition plan was approved by the Amarillo College Board of Regents and was submitted to the Higher Education Coordinating Board in May of 1996. This plan provided a framework for the transition. The original plan is attached in Appendix A. The following is an annotation of how the components of the plan have developed since its inception.

Programs Currently Maintained by ATC

- Automotive Collision Technology (Formerly Auto Body Repair)
- Automotive Technology
- Aviation Maintenance Technology
- Diesel Mechanics Technology (Formerly Diesel Mechanics)
- Drafting Technology
- Environmental Health Technology
- Fire Protection Technology (including the Regional Fire Academy)
- Industrial Maintenance Technology (formerly Mechanical Electrical Technology)
- Interior Design (formerly Interior Design Technology)
- Machining Technology
- Professional Truck Operations
- Welding Technology

Programs Closed During the Transition Period

- Laser Electro-Optics and Metrology

Enrollment in these programs was low at the time of the merger and both programs were closed two years after the merger due to lack of enrollment and low industry need.

Programs Moved to ATC from West Campus During the Transition Period

- Automotive Technology
  - Automotive Technology degree program
  - General Motors Training contract
  - Auto Body (adult-vocational program)
Note: All these moves were made and all programs are continuing with the exception of the General Motors contract training. General Motors restructured its training and decided to move this training to an in-house, on-line format, thereby ending the contract in the fall of 1999.

- **Commercial Service Technology**
  
  The existing West Campus program was merged with ATC's Industrial Maintenance Technology.

- **Drafting and Design Technology**
  
  This program was merged with the West Campus' Computer Assisted Drafting and Design program. Courses are offered at both ATC and West Campus. The merged program has been renamed Drafting and Design Technology.

- **Environmental Health Technology**
  
  This program was moved from the West Campus to ATC with some courses still taught at the West Campus and it was combined with Fire Protection Technology to form a new department – Fire and Environmental Technology.

- **Fire Protection Technology (including the Fire Academy)**
  
  These programs have been relocated to ATC.

### Programs Moved from ATC to the Washington Street and West Campuses During the Transition Period

- **Automated Office Technology**
  
  This program was moved from ATC to the Washington Street campus and merged with the Office Technology program.

- **Chemical Technology**
  
  This program was moved to the Washington Street campus and was merged with the existing Chemistry program. After an extended effort to maintain this program, it was closed in the fall of 2000 due to lack of enrollment.
 Commercial Art in Advertising

This program was merged with the Commercial Art program and moved to the Washington Street campus. The merged program is named Art-Graphic Design and continues the multimedia emphasis from the ATC curriculum.

 Computer Science Technology

This program was moved from ATC to the Washington Street campus where it was revised and merged into the CIS program.

 Electronics Technology

Enrollment increases and changes in personnel have allowed further enhancement in this general area. As previously noted, the Laser Electro-Optics and Metrology programs have been closed.

Prior to the merger, Amarillo College had two programs in this area: Electronic Systems Technology and General Electronics. These programs and the electronics related programs from ATC were merged into one department under the leadership of a former TSTC faculty member.

AC’s original Electronic Instrumentation Option in the Electronic Service Technology program was merged into the Instrument and Control Technology program under the original Transition Plan. Courses and programs are now offered on all three campuses consistent with the nature of the programs. The original plan of offering the core of electronics curriculum and the Telecommunication and Instrumentation and Control programs at ATC remains in effect.

Curricula were merged with the revised Electronic Service Technology program. The revised program was named Electronic Systems Technology. The core courses – 24 semester hours – remained at ATC to support the following specialized degrees that are electronics based:

- Instrument and Control Technology
- Telecommunications Technology

The following changes have significantly enhanced the benefit of ATC to the community and the region since the original Transition Plan:

 ACcess Division

The Access Division has established a learning center at ATC and this center works closely with ATC’s programs to provide developmental instruction targeted to its technical students.
ESL Program

The ESL program has placed a grant funded project at ATC. This program is designed to create instructional enhancements for ESL students needing special help with the language of technical programs.

The HEP grant has been located at the ATC campus. It is funded for five years with $366,904.00 earmarked for the first year. The HEP program is designed to reach undereducated migrant workers and has been placed at ATC to take advantage of its Residence Halls, cafeteria, and the space available for the variety of programs that will be needed.
A key area of ATC’s emergence has been in the growth of its technical programs. The management of ATC has continually focused its efforts on rebuilding its core technical programs rather than seeking alternative programs to replace poor performers. The philosophy was to rebuild good programs into great programs.

These technical programs had all the elements for success. They had qualified faculty, new equipment injected into the programs, and a new focus on success for students. By implementation of these new ideas and a refocus on building upon a good technical program foundation, great success has been achieved. These efforts were tied to both the SCH (Academic) and CEU (Continuing Education) areas of educational focus.

**Unduplicated Enrollment Growth Table**

<table>
<thead>
<tr>
<th></th>
<th>95-96</th>
<th>96-97</th>
<th>97-98</th>
<th>98-99</th>
<th>99-00</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCH</td>
<td>512</td>
<td>677</td>
<td>685</td>
<td>834</td>
<td>898</td>
</tr>
<tr>
<td>CEU</td>
<td>824</td>
<td>1,597</td>
<td>2,957</td>
<td>3,152</td>
<td>3,146</td>
</tr>
</tbody>
</table>

**Academic Technical Programs - SCH**

ATC inherited good solid technical programs from TSTC. They had quality faculty and facilities. They needed to be energized with new equipment purchases to modernize the programs. They also required a new attitude of success and a focus on the student. By timely injection of new capital equipment and several meetings centered on a new attitude and student focus the results have been dramatic. **These efforts have resulted in a growth from 512 non-duplicated students in academic year 1996 to 898 non-duplicated students in academic year 2000. This is an enrollment growth of over 75% in five years.** The graph above shows the dramatic results of these new initiatives.
Industry always needs quality training making this area ripe for growth. The ATC management took a four-category approach to growing ATC’s continuing education programs. These four areas include: Dual enrollment, Contract training, Specialized training, and Apprenticeship training.

- Dual enrollment offerings are those courses where Academic and Continuing Education students take the same course side by side.

- Contract training courses are designed and offered exclusively for industry partners.

- Specialized training courses are requested and designed to meet a specific need and are open enrollment courses offered to the community and to industry.

- Apprenticeship training includes those programs recognized and sponsored through TWC (Texas Workforce Commission).

These initiatives were identified and targeted as growth areas for ATC. The number of citizens in the region and community served continues to grow. In FY 95-96, the first complete year as ATC, the Continuing Education courses began to grow and ATC served 824 students that year. By FY00 ATC was serving 3,146 students. This has resulted in a growth of over 280%. ATC’s focus on serving industry training needs and the workforce that serves them has been a great success. This area will continue to grow as the Panhandle attracts new industry and grows economically.
Employee Comparison

The TSTC Amarillo campus contained all the functions of a community college. In 1995 the consolidation with Amarillo College occurred and the challenge was to merge areas with similar functions and create synergy through combining common services.

Several programs were merged, personnel offices were consolidated, admissions were combined, business office functions were transferred, and student service activities were joined. This was done without any mass layoffs or personnel losing their positions. TSTC Amarillo employees whose prior classification was eliminated were given the opportunity and first consideration to obtain a new similar position at Amarillo College. The new Amarillo Technical Center only used attrition to downsize after specific jobs were transferred to their counterpart area at Amarillo College.

Total Employee Comparison

Since FY95 ATC has reduced its staffing by nearly 48%. TSTC Amarillo employed a total of 166 full time positions in its budget that year. In comparison the ATC budget for FY01 employees 87 full time positions. This reflects the movement of employees in like areas of service to other Amarillo College campuses, employees not replaced through attrition, and simple consolidation of job functions.

Administrators Comparison

The management of ATC has been refined over the last five years. The major factor in the nearly 47% reduction in administrators is consolidation of job functions. Each administrator has assumed more job functions and therefore, they have diversified their talents. By becoming multi-task oriented, the ATC administrators have become more focused and flexible in meeting their customers’ needs. The FY95 budget for TSTC Amarillo carried 27.5 full-time equivalent administrators while the
FY01 ATC budget only has 14.5 full-time equivalent administrators. This reduction has resulted in sensible use of college money and in a more responsive and focused Management Team at ATC.

**Classified Employees Comparison**

Downsizing Classified Employee staffing was a major challenge facing the emerging ATC. In FY95 the TSTC Amarillo campus had 81.5 full-time equivalent classified positions across all areas of the institution. These positions were considered critical to the operation of the campus.

In FY01 ATC had reduced this number to 41 full-time equivalent classified employees.

How was this done while maintaining quality and a high level of customer service?

The ATC management took a two-pronged approach:

- **First**, we investigated duplicated efforts in each area and consolidated those efforts. This forced the campus to take a hard look at its mission and its level of service.
- **Secondly**, we looked at areas that could be effectively out-sourced. We discovered that specific areas requiring unique expertise could be outsourced with more cost efficiency than could be achieved in-house. TSTC Amarillo had continued to use a philosophy that everything had to be done “in-house” and this had created many highly specialized positions. Furthermore, this specialization meant that these employees had difficulty integrating new tasks into their jobs.

The 50% reduction in ATC Classified positions since 1995 has resulted in a very efficient cross-functional team of employees.

**Faculty Comparison**

Faculty reductions have come at a price – reduced course offerings in programs with low enrollment.

In FY95, TSTC Amarillo had 57 full-time equivalent faculty. Today ATC has 31. This reduction of 46% is a result of several factors:
First, several programs with similar missions were merged and moved to the Washington Street campus. This created more dynamic programs at AC and furthered the integration of differing philosophies into consolidation. These combined programs are now some of the strongest programs at Amarillo College.

Secondly, all General Education faculty members were absorbed into the faculty located primarily on Washington Street. This reduced course offerings at ATC, but also reduced duplication.

Thirdly, four faculty members were laid off in early 1997. These four faculty members were from programs that had been closed or programs that had low enrollment and slow growth. These were the only actual “lay-offs” to occur during the transition.

All employee groups - administrators, classified, and faculty - have been reduced at ATC over the last five years. Through logically and carefully combining job duties and streamlining tasks, ATC has successfully redefined its employee base. Contributing to this, approximately 30 employees were absorbed into similar positions at AC either with combined services or merged programs.
The transformation of TSTC to ATC has not come without sacrifices. The ability of any organization to hold expenses in line and expand services is critical in today’s market. The management of ATC has continued to find ways to cut expenses and grow services. ATC has succeeded in doing both. ATC is now serving more students with greater fiscal utilization.

*The ATC operating budgets (less contingency) over the last five years have seen a decrease of over $1.6 million. This equates to a decrease in its operating budget of 33%.* This operating budget includes the aggregate of all instructional programs housed at ATC, the Physical Plant operating budget, all Auxiliary operating budgets, and all internal capital improvement project funding. The capital improvement project funding includes residential housing, Residence Halls upgrade, and campus building improvements.

<table>
<thead>
<tr>
<th>FY95</th>
<th>FY96</th>
<th>FY97</th>
<th>FY98</th>
<th>FY99</th>
<th>FY00</th>
<th>FY01</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,421,732</td>
<td>$6,110,351</td>
<td>$6,442,407</td>
<td>$5,825,527</td>
<td>$5,032,139</td>
<td>$4,913,082</td>
<td>$4,810,382</td>
</tr>
</tbody>
</table>

The fiscal responsibilities of ATC’s management coupled with our focus on enrollment growth are the key factors for the revival of ATC.

**State Appropriations**

The ATC budget discussion includes the appropriations provided by the Texas legislature to facilitate the merger. The legislature appropriated funds over two bienniums to assist in the
consolidation of these campuses. The funding was used to offset cost incurred by the institutions facilitating the merger.

After FY98 no additional funding was provided. This resulted in ATC being forced to become a viable entity in four short years. ATC has successfully met this challenge.

Special State Appropriations for the TSTC Amarillo consolidation with Amarillo College are listed below.

- FY95  $4,667,224
- FY96  $4,311,409
- FY97  $4,015,279
- FY98  $3,906,188

This special funding allowed the consolidation to be successful and resulted in an actual reduction in cost to the taxpayers of Texas.
Strategic Partnerships

ATC has continually focused on the development of alliances and partnerships with business and industry since the merger. These strategic partnerships have resulted in:

- ATC program growth,
- ATC being recognized as a quality technical trainer for industry, and
- ATC being identified as a valuable and true partner for business and industry.

TSTC Amarillo had a smaller group of training partners when it merged with AC in September 1995. Since the consolidation and formation of ATC a top priority has been to identify potential training partners and develop long-term alliances to provide training through contracts and agreements.

ATC has been very successful in its development of these strategic alliances. The following tables compare the dynamic growth of strategic partnerships from 1995 to today.

**Partnerships**
**2000 – ATC**

<table>
<thead>
<tr>
<th>1995 - TSTC</th>
<th>2000 – ATC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ford</td>
<td>Ford</td>
</tr>
<tr>
<td>TXDOT</td>
<td>Bell Helicopter Textron</td>
</tr>
<tr>
<td>Pantex</td>
<td>New Centuries Energy</td>
</tr>
<tr>
<td>ICAR</td>
<td>Wheelabrator Coal Services</td>
</tr>
<tr>
<td></td>
<td>ASARCO</td>
</tr>
<tr>
<td></td>
<td>Potter County Fire Department</td>
</tr>
<tr>
<td></td>
<td>Amarillo Fire Department</td>
</tr>
<tr>
<td></td>
<td>Amarillo Police Department</td>
</tr>
<tr>
<td></td>
<td>Pantex Fire Department</td>
</tr>
<tr>
<td></td>
<td>CereStar USA</td>
</tr>
<tr>
<td></td>
<td>Montfort</td>
</tr>
<tr>
<td></td>
<td>Celanese</td>
</tr>
<tr>
<td></td>
<td>Randall County Fire Department</td>
</tr>
<tr>
<td></td>
<td>TXDOT</td>
</tr>
<tr>
<td></td>
<td>SPS</td>
</tr>
<tr>
<td></td>
<td>Cabot Corporation</td>
</tr>
<tr>
<td></td>
<td>BSA Healthcare Systems</td>
</tr>
<tr>
<td></td>
<td>Pantex</td>
</tr>
</tbody>
</table>
ATC has worked with our neighboring community colleges, both Frank Phillips College and Clarendon College, on joint projects such as Agriculture and the Regional Industrial Consortium.

*Working closely with the Amarillo Economical Development Corporation (AEDC), ATC has developed a high tech curriculum to train future and current employees for Bell Helicopter Textron Inc. This is a true success story for Amarillo College.*

Identifying common training requirements for several different industries was the focus of ATC’s most recent endeavor in forming strategic alliances. This was the foundation of the Regional Industrial Consortium (RIC). This group identifies common training needs, develops curriculum, finds qualified instructors, and offers the training to all industries across the region.

These are just a sampling of the partnerships and alliances ATC has developed over the last few years. These initiatives will remain a primary focus for ATC in the future.
Another reason for the successful transformation from the old TSTC Amarillo Campus to a vital, active Amarillo Technical Center has been the resurgence of the Auxiliary Enterprises Operation. This fixed asset base has allowed ATC to reinvest in itself through internally generated dollars. By revitalizing these renewable assets ATC's Auxiliary Enterprises will continue to be an integral part of the future of AC.

The seven main components of the ATC Auxiliary Enterprises are on the following list.

- **Housing** – 331 units of rental property
- **Residence Halls** – the only student Residence Halls for AC
- **ATC Bookstore** – a stand-alone self-supporting enterprise
- **ATC Cafeteria** – supports the ATC Campus population and surrounding neighborhood
- **Laundry** – used by students and the neighborhood residents
- **Industrial Properties** – excess properties used to house small business
- **ATC Concessions** – vending machines serving our student population

As an aggregate these independent operations have continued to financially perform well, thus contributing to the success of ATC.

*In FY96, the first year of ATC, the Auxiliary Enterprises as a whole budgeted an income of $1,578,584. This compares to the FY01 budgeted income of $2,255,790. Income has risen by $677,206 or over 43% above the FY96 budgeted income.*

<table>
<thead>
<tr>
<th>Budget Years</th>
<th>Budgeted Auxiliary Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY96</td>
<td>$1,578,584</td>
</tr>
<tr>
<td>FY97</td>
<td>$1,807,790</td>
</tr>
<tr>
<td>FY98</td>
<td>$2,085,090</td>
</tr>
<tr>
<td>FY99</td>
<td>$2,152,290</td>
</tr>
<tr>
<td>FY00</td>
<td>$2,255,790</td>
</tr>
<tr>
<td>FY01</td>
<td>$2,902,996</td>
</tr>
</tbody>
</table>

The story is not complete without a discussion of Auxiliary Enterprises' successes in cost control. Besides increasing the revenue side, the management of ATC has worked to control costs associated with each Auxiliary Enterprise. By increasing revenues and...
controlling costs ATC has been able to increase margins and thus financially support the reinvestment activities to improve the facilities at ATC. This is the only way that was available to ATC to improve its aging facilities and give the campus a “new face.”

Cost Control is shown by the following graph. It should be noted that ATC Auxiliary Enterprises has seen a significant increase in budgeted expenses in FY00 and FY01. These cost increases are directly associated with the increased cost of upgrade plans to improve our fixed assets such as Housing and the Residence Halls. This allows us to cover these improvements from income and also run a surplus.

Expenses grew by $422,813 from FY96 to FY01. This 35% increase over FY96 budgeted expenses compares well to the 43% increase in revenues over the same time frame.

In short, expenses have been held in check and this has allowed revenues to grow. This has enabled ATC to reinvest in its fixed assets.

Margins have grown by approximately 80% since FY96. The budgeted margin in FY96 was $277,796 compared to $502,189 in FY01. These margins have allowed ATC to become financially stable and internally fund upgrade plans to improve the campus.
Housing will be the engine that runs ATC’s capital improvement projects for the future. The turn-around of this operation has been an essential element in the growth of ATC. This improvement is the result of a two-part strategy implemented by ATC’s management.

Part one consisted of upgrading the houses.

The essential physical asset - 331 homes had to be improved and upgraded for them to continue to be attractive to renters and last the institution for years in the future. The property had been allowed to deteriorate before 1995, with little or no funds being injected back into improvement and upgrade. ATC developed and implemented a three-year plan that quickly began turning around the appearance and value of the property.
Part two is an aggressive marketing strategy implemented by ATC management.

A major obstacle - the image of the “old base housing”- had to be changed. The ATC housing department established a more professional customer service attitude in dealing with their clients and also began an active advertising campaign. These efforts contributed to an improved image.

The chart on page 23 clearly shows that the occupancy rate has increased dramatically as a result of the two-pronged strategy implemented by ATC management. This increase has resulted in a long waiting list to enter our properties and consequently has assisted in a better quality customer. We have better retention, less maintenance when our customers move out, and a better reputation.

ATC housing is truly a success story.
ATC Management Team

This report makes several references to ATC management and the decisions they have made to improve the ATC campus. The ATC Management Team consists of a cross cutting group representing all areas of the campus. This group is responsible for the emergence of ATC. Their hard work and diligence is the foundation by which ATC has improved its position as a quality provider of technical education.

The list below contains the current ATC Management Team Members.

- Jim Clements – Director Fire and Environmental Programs
- Ed Davis – Grounds Supervisor
- Pam Dickerson – Director ATC Physical Plant
- Jim Green – Maintenance & Operations Supervisor
- Kathy Green – ATC Bookstore Supervisor
- Jerry Hemphill – Director Auxiliary Enterprises
- Sharon Hemphill – Administrative Assistant to the Executive Director
- Nora Moore – Campus Custodial Supervisor
- Jim Morris – Special Projects Manager
- Norma Newkirk – Department Chair Drafting & Interior Design
- Ed Nolte – Department Chair IMT, AMT, Welding, & Apprenticeships
- Glen Phillips – Executive Director
- Art Rodriguez – Gymnasium Supervisor
- Tom Sanders – Property Accountability Supervisor
- Sara Tijerina – Residence Halls Supervisor
- Carmen Torres – Food Services Supervisor
- Judy Williams – ATC Campus Director of Student Services
- Henry Wyckoff – Department Chair Transportation
Appendix A