Wallace Community College Selma
Strategic Planning Council
Assessment Findings and Recommendation Form

Planning Year:2017-2018

College Mission: The mission of Wallace Community College Selma is to provide high-quality learning-centered educational opportunities and services through varied instructional-delivery modes that are responsive to individual, community, and state needs.

College Mission Met: _____ Yes _____ No

Overall Assessment: The Strategic Planning council finds that recommendations for improvements were implemented from the previous year assessments and follow-up evaluation has identified additional recommendations from the subcommittees to continue to move the College forward. The committee finds that all Goal/Goal Strategies have been met and the college mission has been met.

Goal 1: Promote and provide teaching and learning environments and experiences that encourage the development of knowledge, skills, behaviors, and values for students in order for them to be successful in the workforce or subsequent education.
(Quality teaching/Learning)

Overall Assessment: Overall the College does provide learning environments that enhance the learning experiences of students and promote skill enhancement that will prepare graduates for the workforce and subsequent education

Strategy: 1.1 Provide associate in arts and associate in science degree programs that prepare students to transfer to baccalaureate institutions.

Findings: All students registered in ORI 2017-2018 were required to print course information for a minimum of three schools to ensure that all students know how to utilize the STARS Program. Effective fall 2018 all new incoming freshmen will be required to take ORI 101 which will be taught by Student Success Coaches. This integration into ORI will heighten student awareness of requirements for transfer
Student Services works to ensure that transfer students are on track with all course work to 4-year colleges through the use of degree audits done during student registration or counseling sessions

The graduation survey is conducted annually in May and shared with all college employees to review and address student feedback to improve college services where warranted. No significant changes have been made this past year because of student feedback.

The College has not established a benchmark for a WCCS transfer rate for its Associate in Science degree graduates, but IR is currently reviewing data sources such as the national clearinghouse to determine how to best access accurate student data on transfer rate. Hopefully this process will lead to tracking students in employment as well as transfer.

Program Graduates
a. Associate in Science Degree
 - number of graduate in the previous academic year? 94
 - indicate term IPEDS Summer 2016 – Spring 2017

b. Associate in Applied Science\
 - number of graduates in previous academic year 83
 - indicate term IPEDS Summer 2016 – Spring 2017

1. Industrial Maintenance 8
2. Electrical Technology 12
3. Drafting and Design 3
4. ADN 44
5. Business Administration 11
6. Computer Information Systems 2
7. Secretarial Science 3

Recommendations:
- The College Goals and Strategies Committee recommends the hiring of a Part-time Follow-up Specialist for the tracking of WCCS transfer students and Job placement.
- College transfer rates should be used as student achievement data for SACS 8.1. The college should establish a benchmark performance rate based on a review of data for the previous 3-5 years

Strategy: 1.2 Provide associate in applied science degree and certificate programs that prepare students for immediate placement into the job market.

Findings: The Business Education , Associate Degree Nursing, Drafting, Electrical Technology and Industrial Maintenance programs provide degrees that prepare students for immediate entry into the job market. Certificate programs that prepare students for immediate entry into the job market include Industrial Maintenance, Electrical Technology, welding, cosmetology, Practical Nursing, Patient Care Technician, and Masonry. Graduates readiness for employment is validated through various certifications and licensures. As well as employment rates:

Program	Certification Rate	Employment rate
ADN	NCLEX-RN 93.7% (43/45)	100%
LPN	NCLEX-PN 73%	100% (42/42)
COSMOTOLOGY	Alabama Cosmetology Board Certification 100 % (3/3)	100%
PCT	Overall Program Certification Rate= 89.61% (69/77) • Phlebotomy (21/33 = 91.30%) • EKG (37/41 = 90.24%) • NAS (11/13=84.61%)	Data not available
MASONRY	NCCER certification 81% (18/22)	86% (19/22)
WELDING	NCCER Certification 85% (17/20)	85% (17/20)
INDUSTRIAL MAINTANENCE	MSSC Safety Certification 63% (7/11)	100%
DRAFTING	No data Available	8 graduates, 3 employed (37.5%) 4 enrolled to pursue AAS degree
ELECTRICAL TECHNOLOGY	NCCER certification 92% (76/82)	81% (26/32
CIS	CIS Certifications 8.33% (3/36)	Data not available

Recommendations:
- Job Placement and Program certifications should be utilized as student achievement data for SACS 8.1. College benchmarks should be identified based on a review of data for the previous 3-5 years
- Track Program participation rate in taking certification exams in all programs
- All certificate programs should track job placement and certification rates

Strategy: 1.3 Identify college-level general education competencies and measure the extent to which graduates have attained them.

Findings: In the fall 2016, the college faculty voted to assess the following 5 General Education outcomes where previously nine had been assessed.
- Critical Thinking
- Communication
- Ethical Reasoning
- Computer Literacy
- Quantitative Reasoning

In the spring, 2018 a rubric committee was formed that developed rubrics for each General Education Outcome utilizing value rubrics from the American Association of Colleges and Universities. A Tally conversion form was developed for faculty utilization .Faculty were provided multiple trainings to input Gen Ed Comp data in SPOL. The rubric committee will meet on September 6 and 10 to review data for 2016- 2017 to generate assessment findings and use of outcomes. Complete Gen Ed Comp data for 2017-2018 is due in SPOL September 28, 2018.

Recommendations:
- General Education Competency data should be trended and reviewed over time to determine the Colleges effectiveness.
- The office of IE should review possible options for external qualitative as well as quantitative assessment for General Education Comps
- College General Education Competency data (reports) generated from SPOL should be reviewed with all faculty annually.

Strategy: 1.4 Increase student success through a comprehensive developmental education program.

Findings: Two faculty members were nominated to serve as Secretary and newspaper editor of the Alabama Association for Developmental Education (ALADE). Both staff nominated members were elected to ALADE state association. In addition, the Associate Dean served on the board as the immediate past President.

Associate Dean submitted request to the President to appoint a Math faculty and English faculty to the state-wide curriculum committee that was responsible for establishing the curriculum that is currently being used by all community colleges in Alabama. In addition, the Associate Dean of Learning was appointed to serve on the Developmental Education Task Force. Holding positions with ALADE allows the College to expand its presence and involvement in state and national developmental education associations. This allows the college critical input into decisions that affect a substantial portion of the student population that we serve. As a result of faculty presence on the curriculum committee, WCCS was able to play a crucial role in the development of the new statewide curriculum for Developmental Education, which was proposed and adopted by the ACCS Board. Also, as a result of the Associate Dean's presence on the Task Force, WCCS had an opportunity to help shape the policies for the new placement process and guidelines for implementing the new curriculum.

The Associate Dean of Learning participated in several meetings with ACCS Dev. Ed Director and our K-12 partners (Dallas County Schools) to discuss initiatives to address the issue of under-preparedness. The Southern Regional Educational Board (SREB) courses are specifically designed to help underprepared students succeed in the next phase of education. These courses teach young adults the reading, writing and math skills they must have to succeed in college. Taught in an engaging way that leads students to learn and think independently, read for information and solve problems. They also pair local community colleges with high schools and ensure a smooth transition to college for students who take the courses

Developmental Education courses were redesigned by ACCS to no longer offer lower level Math (090,) English (ENG092) courses or reading. The college offers ENR 098 writing and reading for College. The college piloted one ENR class each semester this past spring and summer but offered reading classes. Effective fall 2018 no reading classes will be offered. If students score MTH 098 or MTH 100 they should also take a support course with a maximum of 12 students. The current number of math faculty will not be able to meet the demands that this will cause.

Recommendations:
- Hire additional appropriate personnel to teach support class as needed
- Professional development for part-time and full time faculty related to the new Developmental Education Instructional model

Strategy: 1.5 Document Student Learning Outcomes in all degree and certificate programs and ensure that results are used for program improvement.

Findings: Faculty submitted 2016-2017 Student Learning Outcomes (SLO) Data for each educational program into SPOL. Completed data for 2017-2018 is due by September 28, 2018. Although the college is off the regular timeline due to continuous training sessions, we have completed two cycles of SLO assessments in SPOL. Faculty in each discipline met to review their data and develop summary findings and use of outcomes. Lead faculty placed summary findings and use of outcomes in SPOL for each discipline. SLO mapping was generated for each academic program from SPOL as well as Detailed Program Reports. 14 Instructional units submitted disaggregated SLO data that was aggregated by SPOL to generate a report detailing both. Faculty review of data included cohort comparisons of day, versus evening, traditional versus online or hybrid, full time faculty versus part-time faculty. Faculty also looked at assessment tools utilized, current benchmarks and weighted scores.

Recommendations:
- Continue faculty development in analysis of SLO data and use in decision making to improve outcomes
- Explore avenues to engage part-time faculty in placing SLO data in SPOL in addition to reporting on data sheets
- Require supervisor accountability in meeting the College deadline for submission of SLO data through the College evaluation process.

Strategy: 1.6 Develop a Quality Enhancement Plan based on institutional assessment focuses on learning outcomes and supports the mission of the College.

Findings: The WCCS Writing Center is a service offered to students during the implementation of the current QEP. The purpose of the Writing Center (WC) is to help students achieve their writing goals and offer assistance with developing discipline-based writing assignments to full-time and part-time faculty. The College President has appointed a QEP team to identify the College QEP for the upcoming accreditation cycle. The committee has met since march to identify topics that are relevant to the College as determined through the Institutional Assessment Process. Students, faculty & staff were surveyed in the summer 2018 semester regarding selection of a QEP topic and will be surveyed in the fall 2018 to promote broad base engagement.

Recommendations: No recommendations at this time.

Strategy: 1.7 Conduct a process of program reviews in order to ensure the College is offering up-to-date and relevant programs.

Findings: WCCS has a yearlong program review process in place with a timeline, which annotates each step in the process from the beginning to the development of an action plan based on the findings. The process includes an onsite review by a team composed of A WCCS faculty who serves as Chair, a faculty of discipline from another college and a person from business and Industry. The process has undergone a review and update by the Office of Institutional Effectiveness in 2016.

The first onsite visits were held for the Industrial Maintenance, Electrical Technology and Cosmetology Programs in the fall 2017. Summary finding reports were submitted by the onsite review team, and shared with the President, Department Chair, and faculty. Onsite team visit reports can be found in the office of Institutional Effectiveness. The office of Institutional Effectiveness maintains a 5-year Program Review schedule for college programs.

Recommendations:
- The College should provide more detail training of committee responsibilities prior to the actual onsite visits with the review team
- WCCS program faculty should not be involved in the selection of the faculty of discipline from another college due to bias shown. The Associate Dean of IE and the Dean of Instruction will make the selection

Strategy: 1.8 Support quality teaching and learning through comprehensive learning resources that are easily accessible to students (includes library, writing laboratories, and computer laboratories).

Findings: The Writing Center (WC) offers tutorial services and writing workshops to assist students with writing across all disciplines. All computers in the writing center were recently upgraded. The I.T. department supports 19 computer classroom laboratories and 2 open computer laboratories across campus. Various databases via the Alabama Virtual Library (AVL) as Vocation and Career Collection, Gale, Academic Search Premier, Medline Plus, Encyclopedia of Alabama, etc., are being utilized by the WCCS Library. Necessary upgrades were completed in the library to allow student s to access printing using the library copier.

Recommendations:
- The Technology Committee should provide recommendations for replacement and improvement of technology
- . The college should consider adding an online course for LBS101 Introduction, which will in turns reach our distance learners
- Librarian should work with other libraries in the system to form a library consortium;
- College IT Department and Faculty to create Online LibGuides for Distance Learners as well as

Strategy: 1.9 Develop and implement new instructional programs based on the needs of the service area of the College.

Findings: The College has not developed any new programs since Patient Care Technician in 2013. The Apple Coding Program was started as a component of an existing program. Data review of a comparison cohort reveals that the College lack sufficient short-term certificate completers.

Recommendations:
- The Dean of Instruction should work with IE/IR and a committee of Department Chairs to review the practical implications and possibilities of adding additional programs to the College.
- The Dean of Instruction should lead with the process of submitting new programs for ACHE, ACCS and SACCOC and Title IV approval

Strategy: 1.10 Enhance student learning, expand instructional programs, and deliver instructional services in keeping with the concept of the Learning Centered College.

Findings: In keeping with the mission of the College, the College provides educational experiences for learners in a variety of ways, and time by offering day, night, traditional, hybrid and online classes. In the Spring of 2018 the College was fortunate to kick off the Faculty Institute that is sponsored by ACCS. All full-time faculty are participants in this valuable experience that will enhance their instructional skills. The first face to face sessions were held in May 7 &14 2018 with subsequent dates scheduled for August 29 & 30 , September 17 &19 and October 23 & 25.

Student learning is enhanced by utilizing the Learning Management System - Canvas to deliver course content and

supplemental materials, by allowing students to participate in collaborative learning activities. All faculty are required to have an active course shell in canvas for every class taught. At a minimum a course syllabus and students, grades should be posted in the Canvas course shell.

The college Integrates learning tools, i.e. MyLabs, SimNet to provide students with engaging activities and instant feedback. Nursing faculty utilize a state of the Art Simulation Lab to train nursing students. In addition, the simulation center houses a collaborative classroom, an ibench lab and a phlebotomy lab.

A new student success center opened in the fall 2017 and provides success coaching and tutoring. The center houses the office of full and part-time coaches, a computer lab, class room and faculty development room

Recommendations:
- Additional peer-to-peer evaluation of instruction (traditional and online) and include more of the Learning Centered Concepts principles in evaluative tools (surveys, faculty evaluations, etc., are recommended.

Goal 2: Provide and promote accessible, affordable quality education and training. **(Access)**

Overall Assessment: The College provides various modes of instructional delivery including Online, on campus, Hybrid (Online & On campus), evening and mini-session formats. The college promotes early college entrance and enrollment through various early college awareness programs ranging from youth sports camps, Educational Talent Search to Dual enrollment opportunities for high school students. The college also provides access to instructional programs through non-credit programs. The college provides access to all of its instructional programs to students with documented disabilities in various ways. The College will work to enhance and improve access in various areas to include students with disabilities.

Strategy: 2.1 Provide quality access through various modes of instructional delivery including an E-Learning program to meet the needs of diverse learners.

Findings: The Instructional division of the college provides quality access through various modes of instruction including, Online, Hybrid, (Online & On campus together), traditional on-campus, Night and mini-session instructional delivery methods. The college's learning management system (LMS) is called Canvas and is used to facilitate learning opportunities Online and on campus. The Canvas LMS system is used with all instructional delivery methods to ensure consistent instruction, accountability, technology benefits for students and instructors, and 24 hour access to instructional materials regardless of method of instruction.
Canvas documentation.

Recommendations:
- Continue to promote Dual Enrollment opportunities with each school system in the college's service area and throughout the black belt counties.
- Ensure the full use of Canvas by students, faculty and staff with Technical and Academic programs

Strategy: 2.2 Promote early college entrance or enrollment

Findings: Over 170 High School students are currently enrolled in the Technical Dual Enrollment program through a grant written by the Assistant Dean of Instruction. Grant funds were secured in the amount of $790,000 for the 2017-2018 year to serve the College's service area and additional counties in the Black Belt: Hale and Greene County and expanded services in Perry and Lowndes Counties.
Documentation: Dual Enrollment Award letter for 2017-2018

Recommendations:
- Continue the Dual Enrollment programs started in new counties
- Improve supportive services to students in Dual enrollment programs off campus, working with Student Services, Student Activities, Library Services and Financial Aid to develop a schedule for services to be offered in each county.
- Extend Career Coaching services to all Dual enrollment student at off site locations, working with the

College's Career Coach and Secondary Career Coaches to provide services to students.

Strategy: 2.3 Cultivate college attendance through ongoing programs with feeder schools of the College

Findings: The College cultivates attendance through various ongoing programs: Best Robotics, Educational Talent Search, Student Support Services and Camp WCCS.
The Assistant Dean of Instruction worked with secondary schools in the College's service area to write a STEAM grant to enhance Robotic programs at area middle schools and creating interactive digital classrooms throughout the service area. Funding in pending final approval of the grant to be awarded in September of 2018.
Documentation: STEAM Grant Cover Letter 2018, Flyers from Talent Search, Camp WCCS, ACE Competition, Best Robotics

Recommendations:
- Enhance the College's Best Robotics programs with area secondary schools to improve Math, Science, Engineering skills with middle school students. Support efforts for the STEAM grant to be funded and to seek other funding if needed.
- Enhance and improve the outreach efforts of TRIO programs to reach more students in the college's service area. Seek out best practices in TRIO program, specifically, Educational Talent Search and Veteran's Upward Bound.

Strategy: 2.4 Develop and sustain mutually beneficial partnerships.

Findings: The College currently has 15 Dual Enrollment agreements with various public and private schools in the College's service area. The College is also developing new articulation agreements with Stillman College and the University of West Alabama to create more opportunities for Wallace transfer students and residents of the service area.
Documentation: Stillman/Wallace Selma Articulation Documentation 2018
UWA/Wallace Selma Articulation Documentation 2018

Recommendations:
- Maintain copies of Dual Enrollment agreements with the President's office and in SPOL.
- The WFD Office will work aggressively to establish Apprenticeship programs with Apprenticeship Alabama with local businesses and industries.
- Department Chairs, Directors and WFD Director will work to create Internships and Externships with businesses and industries for students.
Documentation: Flyers from Talent Search, Camp WCCS, ACE Competition, Best Robotics

Strategy: 2.5 Expand relationship with k-2 to inspire/promote postsecondary education.

Findings: The College continues to expand relationships with k-12 to inspire/promote postsecondary education through participation in the following program: ACE Competition, Best Robotics, Educational Talent Search, Camp WCCS.

Recommendations: None

Strategy: 2.6 Provide appropriate educational and supportive services to students with disabilities

Findings: Accommodations provided by the College to students with disabilities are adequate. However, enhancements are needed to improve services offered. The College installed Evac Chairs in all multi-story buildings on campus to provide safe evacuations for all students in the following buildings: Hank Sanders Technology Center, Student Center, Charles Byrd Building and the Health Sciences Building
See documentation: PO with serial numbers of each Evac chair installed.

Recommendations:

- Change the ADA form to provide an option for an Instructor to indicate that a student has refused services and what services were provided for the student. A student follow-up form needs to be created to ensure that accommodations are being made. The department chairs will meet with the ADA Coordinator to review the process.
- Improve the faculty response rate by holding faculty and department chairs responsible for ensuring accommodations are offered to students as prescribed by the Campus ADA Coordinator.
- Develop an automated tracking system for all requested accommodations, by date, type of accommodation, and date accommodations made within two weeks of the request, with required documentation. Not providing accommodations will be reported to the Dean of Instruction and noted on the Faculty member's evaluation.
- Implement an ADA Student Survey regarding satisfaction of the accommodations made on behalf of the student.
- The ADA Coordinator will Collaborate with program directors and program department chairs to update all program essential function forms for each instructional department as part of the all program reviews every five years or as essential functions are updated by external organizations or agencies. Essential functions for each program must be based on Industry standards, licensing and accreditation agencies governing each program.
- Create an ADA Equipment check list for the Maintenance Department to evaluate each semester to ensure all equipment is in proper working order.
- The ADA Coordinator and the Maintenance Department Supervisor will create an external check list for parking lots, building and grounds and all other external ADA Compliance requirements. The external check list will be updated each year by the ADA Coordinator in consultation with the College's attorney based on updates to the ADA law.
- The committee recommends an ADA Coordinator, who has a flexible schedule and is accessible on campus throughout the week. The ADA Coordinator must be knowledgeable of ADA requirements/guidelines.
- Provide professional development for all staff regarding the safe usage of Evac chairs in all multi-story building on campus in 2018-2019.

Strategy 2.7 Develop and implement new instructional programs based on the needs of the service area of the college.

Findings: The Instructional Department will meet throughout the year to evaluate the need for new instructional programs based on Business and Industry needs. The New Director of WFD will also coordinate with the instructional department to submit recommendations based on research and input from Business and Industry in the College's service area, Workforce Development Region 5.

Recommendations:

- Department Chairs will meet at least twice per year to evaluate the need to implement new instructional programs based on market research and Service Area Market Profile prepared by the WFD Director.
- Grant opportunities and business and industry partnerships will be developed to create new instructional programs by program directors, department chairs and the director of WFD.

Goal 3: Expand the development of educational and administrative technology that enhance student learning and improve college management processes and functions. **(Technology)**

Overall Assessment: The committee finds that the college has implemented target assessments that demonstrates that the college has effectively met Goal 3.

Strategy 3.1 Improve and enhance technological access to online courses and degree programs

Findings: The College continues to meet this strategy though the continued use on Canvas course management system for online course offerings. Fall 2017: 1468 students enrolled in ELearning courses and 92 enrolled in hybrid courses. Credit hour production was 4,380 and 426 respectively. Spring 2018: 1582 students enrolled in ELearning courses and 93 enrolled in hybrid courses. Credit hour production was 4,847 and 335 respectively.

Strategy: 3.2 Maintain, upgrade, and expand technological resources to support instructional and administrative systems in classrooms, laboratories, and services.

Findings: A purchase order has been issued for the purchase of an inventory software that can be used to maintain, organize, and generate inventory lists for distribution to the various departments. The software will allow pertinent information (date of purchase, funding source, location, etc.) to be maintained on each item.

Recommendations:
- The project to install the inventory system will not kick-off until August 2018. Once installed, all equipment will have to be inventoried and tagged in order to generate the requested lists.
- Inventory that is non-functional will either be repaired or moved to surplus.
- Items will have to be identified as functional/non-functional and will have to be identified in the system in order to generate the appropriate list. This project will carry into the fall semester 2018.

Strategy: 3.2 Maintain, upgrade, and expand technological resources to support instructional and administrative systems in classrooms, laboratories, and services.

Findings: A purchase order has been issued for the purchase of an inventory software that will allow WCCS employees to submit of Service-Trouble Tickets for equipment repair or I.T. assistance. Other departments such as Maintenance can also utilize the ticketing system. This system will allow for accurately keeping up with equipment issues and status.

Recommendations:
- The project to install the inventory system will not kick-off until August 2018. Once installed, the ticketing system will have to be configured and training conducted. Therefore, this project will carry into the fall semester 2018.

Strategy: 3.3 Promote and expand the services and activities of the Advanced Visualization Center.

Findings: Usable equipment from the AVC was re-distributed to various WCCS departments. Findings: The AVC facility has been re-purposed to accommodate the Apple Swift Programming (ASP) initiative with one classroom. The Ready to Work Program has been relocated to the AVC where it occupies one classroom and two offices.

Recommendations: Remove Strategy 3.3

Strategy: 3.4 Utilize online survey instruments to assess consumer satisfaction with services offered by the College

Findings:
- The college utilizes SMART Eval software to assess student satisfaction with courses/faculty. The survey software was implemented in spring 2017 and to date reflects an overall 58% student response rate. This rate is currently being affected by the inclusion of students who have dropped the course but were still listed in the actual course numbers because the survey was launched prior to the last date to drop classes. The College goal is a 75% response student rate
- Survey Monkey is used to assess student satisfaction with Library services and Graduating student's satisfaction. Spring 2018, 207 graduating students participated in the graduating student survey of the 439 graduates (47%)

Recommendations: Institutional Research implement a plan to re-upload all course rosters after the last date to drop courses to reflect accurate student enrollment and a more accurate student response rate. This process will begin Summer 2018 semester

Strategy: 3.5 Enhance the efficiency of the College's assessment process through utilization of Strategic planning online

Findings: The Institutional Effectiveness and Research Department has fully implemented the credentials, assessment and planning modules of SPOL. The accreditation module was implemented with the submission of the 5th year report in 2015. The Associate Dean of IE will attend the SPOL training conference in Fort Lauderdale FL. October 20-24 to remain informed of any updates or developing trends with the software that may further benefit the College.

Recommendations:
- Work to begin implementation of the budget module of SPOL in 2018-2019

Strategy: 3.6 Improve instructional processes through college wide utilization of an online course management system

Findings: All courses offered at the College must have a course shell that contains at a minimum a course syllabus and posting of student grades. This was implemented in the fall 2016. All faculty complies with this requirement.

Recommendations: Continue to monitor faculty compliance

Strategy: 3.7 Provide appropriate technological training and resource availability for faculty, staff and students

Findings:
- Register Blast Training and Spring ELearning Canvas updates were held on January 3, 2018 for all faculty teaching E-learning classes. An additional session is scheduled for fall 2018.
- Canvas ORI is offered twice per semester (start of full term and start of second mini session) for students taking E-learning classes. The orientation covers activating student emails, logging into canvas, course navigation, use of inbox, setting notifications and announcements.
- Success/Career Coaches were trained in the use of dropout detector that enables them to review student roster and grades to improve student retention.
- In addition the College employs an ELearning Technical specialist to assist faculty, staff and students with any technical issues with eLearning.

Strategy 3.8 Upgrade the technological skills of all employees of the College through ongoing professional development program

Findings: The professional development committee developed a 2017-2018 Professional Development Calendar for college employees that contained training in various college software/technology. Some trainings included: Several SPOL training for faculty, staff and administrators, SMART evaluation training for faculty and administrators, Office 365 workshop, MS Word training, PowerPoint training, Excel Training, adding video presentations in Instruction, Banner Training, Smart Board Training, Canvas training

Recommendations: Continue the implementation of Professional Development Calendar 2018-2019

Goal 4: Provide high quality workforce development programs that meet the demands of local employers and enhance the economic development efforts of the state and the region. **(Workforce and economic development)**

Strategy: 4:1 Deliver customized training programs in response to workforce development opportunities

Findings: The workforce division provided non-credit training for region 5 participants to enhance our partnerships with industries and to build a better workforce pool for the employers to employ. The College provided non-credit training opportunities during the 2017-2018 year in the area of Welding for students and Leadership Development Training for Crown Laundry Company. Through coordination with the Adult Education program, a Non-Credit Welding program was offered. See Welding Non-Credit Flyer.

Also, through a collaboration with local industry Crown Laundry, the WFD department partnered with the

Alabama Technology Network to offer Leadership Development training for several employees of Crown Laundry. See Crown Laundry Grant Award Notification Letter

Recommendations:
- The College will expand Non-Credit customized training with the Alabama Technology Network, (ATN) during the 2018-2019 program year.
- The WFD Office and the Assistant Dean of Instruction will meet with the Director of ATN in the Fall of 2018 to plan a training calendar for the 2018-2019 year for local business and industries.
- The WFD will also develop local training to be provided by the WFD Office for the 2018-2019 year.

Strategy: 4.2 Establish agreements with corporations and businesses in the service area of the College to deliver online professional development training courses and programs.

Findings: Redesigned the former AVC Center to become a Workforce Development Center, with Business and CIS Training programs, Job Training Programs, Business Development Programs
The college started an App Development Apple Coding program during the 2017-2018 year for traditional college students and Dual enrollment students. The program enrolled over 30 students during the 2017-2018 year. See Apple Coding flyer.

During the 2017-2018 year, the Ready To Work, (RTW) relocated in the AVC Center creating a job training program utilizing the RTW State wide training curriculum from AIDT. The program enrolled over 50 students and assisted numerous students to earn a Workkeys Certification and become employed, as a result of the program. See RTW Flyer.

Recommendations:
- Continue the Apple Coding Program Credit program. Expand Non-Credit offerings for Apple Coding. Create Internships for Apple Coding Students, Online and with local IT Business and Industry.
- Continue the RTW Job training program, involving local business and industries in the training program.
- Create opportunities for existing Technical students to enroll in the RTW program.
- Create Workforce Development training programs for local business and industry.

Strategy: 4:3 Develop and expand opportunities for displaced workers through credit and non-credit programs

Findings: The college currently provides opportunities for displaced workers through credit programs at the college with financial assistance through Selma Career Link. The College also provides training for displaced workers in two Non-Credit programs: Welding Non-credit and IC3 Certification programs with Adult Education. See Welding and IC3 Non-Credit Flyers.

Recommendations:
- The New WFD Director will collaborate with the Director of ATN to offer Non-Credit programs for the 2018-2019.
- The WFD Director will also work Collaboratively with Program Directors and Department Chairs at the College to develop Non-Credit programs for displaced workers in 2018-2019.

Strategy: 4.4 Enhance Services to existing businesses and industry

Findings: The College will become more familiar with local business and industries to provide customized training in technical areas, leadership and industry certification areas. The College hired a full-time WFD in July of 2017, however the position became vacant in February of 2018. Temporary efforts to support WFD have been on-going since February of 2018. A Search for a new WFD will begin in August of 2018.
See WFD Job announcement from 2017-2018.

Recommendations:
- Hire full time Workforce Development Director to lead the full time effort of enhancing services to

existing businesses and industries.
- Create a Service Area Workforce Profile to:
- Identify local and state organizations that support economic and workforce development in your service delivery area and the members of those teams.
- Describe the goals outlined by the economic and workforce development team in your service delivery area.
- State major selling points of your service delivery area along with significant strengths and weaknesses of the area.
- Describe the workforce demographics of the area.
- Describe the types of industries and jobs required for those industries in the area.
- Identify major employers of the area and describe their workforce needs.
- Identify the economic driver industries in the service delivery area
- Identify the economic driver jobs in the service delivery area
- Identify critical occupations and skill sets needed for economic driver companies and non-economic driver companies in the college's service area
- What ae the existing workforce development programs in the college's service area
- Map current institutional programs against the critical needs of economic driver and non-economic driver occupations.
- List any HR, manufacturers, and workforce councils or boards in the college's service are to include the participating companies and/or individual representatives

Goal 5: Provide staff development and training opportunities that encourage faculty and staff to become more proficient in the delivery of student services, instructional services, and operational services. **(Professional Development)**

Overall Assessment: The committee finds that the College has satisfactorily accomplished the strategies in goal 5 in providing the necessary professional development to increase employee productivity, utilization and satisfaction with professional development offerings.

Strategy: 5.1 Improve employee productivity, increase faculty and staff utilization and satisfaction with professional development and training

Findings: The Professional development committee developed a professional development calendar that was implemented in the fall of 2017. In addition to the scheduled workshops additional workshops were added throughout the year as needed.
- A total of 40 workshops were presented during the 2017-2018 academic year
  - Fall 2017: 57 faculty participated in the workshops ranging from attending 1-10 presentations with an average of 2.7
  - Fall 2017: 64 staff participated in the workshops ranging from attending 1-7 presentations with an average of 30.
  - Spring 2018: 49 faculty participated in the workshops ranging from attending 1-10 presentations with an average of 3.7
  - Spring 2018: 78 staff participated in the workshops ranging from attending 1-10 presentations with an average of 3.5
  - Overall staff participation increased by 20 % from fall to spring and workshops attended averages increased by 16%
  - Overall faculty participation decreased 14 % from fall to spring but workshops attended averages increased by 38 %
  - 95% of workshops were presented by WCCS faculty & Staff
  - Workshops with the highest attendance was Office 365, PowerPoint Presentations, MS Word training, Excel training, Active Shooter training and effective workplace communication.
  - There were several trainings that were required for various disciplines including, secretarial training, Myers Briggs Team building for supervisors, closing the Achievement Gap for faculty and staff, and budget Query/ banner Self-Service training.
  - An online Professional development registration link was developed and utilized for efficiency in

tracking
- A roster of workshop participants was provided to the presenters prior to each workshop
- Professional Development certificates were provided after each workshop
- Sign in Rosters (documentation) were returned to IE after the completion of the workshop
- Survey of participants was conducted after each workshop (responses were low in most instances but did show some improvement in the spring 2018)
- Survey results were shared with each presenter for future planning
- A tracking document was developed by IE of all college PD attended by employees
- A PD course has been developed in Canvas to house all recorded PD workshops

- **Completed Recommendation for 2017-2018:**
  - Cisco Webex has been purchased and will be more fully utilized to facilitate meetings with parties' onsite and offsite in the future. It will also be utilized for some components of Faculty /Staff orientation.
  - Faculty and staff should submit PD profile form verifying the 20 required contact hours of PD during the annual evaluation cycle. Trainings on the annual evaluation process has been scheduled by IE on June 20, 2018 for secretaries and July 20 for supervisors.

- **New Recommendations:2018-2019**
  - Engage more faculty to present at workshops on best educational practices
  - The PD committee should work to increase faculty & staff responses to the PD surveys
  - IE should share PD tracking document with supervisors to facilitate the faculty/staff evaluation process.
  - Review 2017-2018 PD survey data to determine topics for the 2018-2019 PD calendar
  - Certificates of appreciation should be presented to all college workshop presenters
  - Work with IT to record professional development workshops when feasible and upload into PD course developed in Canvas for part-time faculty and staff

Strategy: 5.2 Enhance the teaching skills of the full-time and adjunct faculty by providing information and training in the best practices in teaching

Findings: The committee finds that the College has provided opportunity for training in best practices in teaching in the following manner:
- Success with underprepared students/ Dr. Mark Taylor
- Faculty Institute/ Dr. Tony Holland
- Closing the Achievement GAP / Dr. Tony Holland
- General Education Competency Assessment/ Veronica Brown
- General Education Outcome Rubric Development/ Veronica Brown
- SOPL/ Inputting Student Learning Outcomes data/ Brandi Spears
- SPOL/ Inputting General Education Outcome data/ Veronica Brown
- Reviewing the SLO and General Education Competency Outcome data/ Veronica Brown
- Excel workshops/ Kerry Henderson
- Basic Instructional Practices/ Dr. Tammie Briggs
- Utilizing data received from student evaluations/ Dr. Rosa Spencer
- Instructional Strategies utilizing technology in traditional classes/ Dr. Marilyn Hannah & Ghytranna Goings
- Adding video presentation in instruction/ Monique Ford
- Power Point Presentations/ Yolanda Randolph
- STARS/ Dr. Keith Sessions
- Faculty advisement/ Lonzy Clifton

- **Recommendations:**
  - The college should budget 10,000.00 for college PD offerings for 2018-2019
  - The office of IE should continue training in SPOL and SMART Eval
  - Seek faculty input on topics of interest in best educational practices for 2018-2019 and

recommendations for presenters/ topics for the annual fall orientation.

Goal 6: Promote student success and development through services consistent with student needs, interests and abilities. **(Student Focus/Services Success)**

Overall Assessment: The five strategies clearly address college goal # 6. The academic and support services are tailored to promote student success and development. However, the committee provided recommendations to develop, maintain, increase, and improve existing services. The committee felt that the strategies were sufficient in evaluating the overall goal.

Strategy 6.1: Develop and maintain a comprehensive and coordinated process for data collection, reporting, and evaluation of student satisfaction.

Findings: The College is currently conducting several surveys to determine student satisfaction with services: Faculty Evaluation, Graduation Survey, Library Survey, Surveys conducted in CANVAS.

Recommendations:
- Create Student satisfaction survey on student engagement activities
- Create Student satisfaction survey on services initially provided (Admission, Financial Aid, Testing, etc...
- Create QR code for each department to rate the service (for each department) immediately after services are rendered
- Create and evaluation to determine overall effectiveness for student coaching and academic support

Strategy 6.2: Improve student utilization of and satisfaction with academic support and student services.

Findings: Strategy 6.1 focuses on student satisfaction and was thoroughly assessed. The college is currently utilizing the Coaching Program, Dropout Detection, Academic Support through coding students Priority One and Two, Group Tutoring. Library services are provided and classroom visits by the coaching staff.

Recommendations:
- Institute a meeting with faculty and staff on academic support and student services provided campus wide.
- The college should implement orientation for all dual enrollment students
- Include assignments on academic support and student services

Strategy 6.3: Improve the retention of students through an ongoing counseling and advisement program that will make high quality advising available to all students.

Findings: The Student Success Coaching Program provides intrusive ongoing counseling for all students.

Recommendations:
- Establish a partnership with mental health agencies to address student issues
- Develop Advising for meta majors to
- Implement faculty advising for meta majors
- Provide additional information campus wide on majors and 4-year college where majors are available for meta majors
- Make career assessment for all incoming students(ACT Profile, Kuder Assessment)
- Use brain fuse as career assessment

Strategy 6.4: Increase student transfer to four-year colleges and universities

- **Findings:** The College currently engages in several events to increase student transfer to four-year colleges and universities:

- SSS Transfer Trips
- Sign a STARS agreement
- Host Fall College Fairs
- Faculty Advising as it relates to transfer
- Agreement with 4-year colleges

Recommendations:
- Once meta–majors are established, the college will increase transfer trips
- Increase Transfer Trips

Strategy 6.5: Provide academic support services to student with academic challenges.

Findings: Strategy 6.2 addresses the academic support provided to all students including those with academic challenges.

Recommendations:
- Provide additional services for ADA students

   ADA services be moved to the student success center under coaching programs to include provide ongoing counseling and academic support services.

Goal 7: Provide access to programs and services that strengthen the educational, social and economic life of the diverse community served by the College. (Diversity)

Overall Assessment: The College demonstrates adequacy in providing access to programs and services to a diverse community served by the college. As noted in the recommendations, there are some areas for improvement.

Strategy: 7.1: Meet the needs of diverse learners through innovative programs and delivery methods.

Findings: The college meets the needs of diverse learners through innovative programs and delivery methods such as Library services, E-Learning (Canvas), Student support services, Ready to Work Program, ADA-Students with Disability, Boost Program, High School Dual Enrollment Program, Educational Talent Search, Adult Education Program, Write Now! : Writing Center, Advanced Visualization Center (AVC), AMSTI, Career Coaching Program, WCCS Cultural Program and Activities, Community Based Programs.

Recommendations: 2016-2017
- Provide more ESL services
- Bring back Holocaust Week Observance
- International Student Day
- Culture Day – (maybe setup booths with foods/taste-off along a display of other items related to the culture
- College Calendar

Approvals by President:
- Provide more ESL services
- Bring back Holocaust Week Observance
- International Student Day
- Culture Day – (maybe setup booths with foods/taste-off along a display of other items related to the culture
- College Calendar

Follow up on Approvals:
- According to Ms. Snowden, ESL services will not be implemented right now. Chilton County was the area that Adult education planned to provide ESL services; however, beginning July 1, 2018, we will no longer service that area. Data from the most recent census report shows that ESL services are not needed in Dallas, Perry, and Lowndes counties at this time. The Adult education department will continue to monitor the

situation to determine whether that need will arise in the future.
- Dr. White is working with the Holocaust Museum in Washington, DC to develop a program for April 2019 Holocaust Remembrance Month.
- Ms. Logan will incorporate international student and culture day into the fall 2018-student activities.
- Mrs. Veronica Brown and Ms. Shunteria Logan will work together to develop a college wide calendar by fall 2018.

Strategy: 7.2: Assure that educational opportunities are available without regard to race, gender, sexual orientation, ethnicity, socio-economic status, disability, or age.

Findings: The college assures that educational opportunities are available without regard to race, gender, sexual orientation, ethnicity, socio-economic status, disability, or age. Included are services such Canvas (E-Learning), Policies on discrimination (ex: race, age), ADA Accommodation, Services provided by demographics (ex: scholarships), Policies on discrimination (ex: race, age), ADA Accommodation, Workforce Investment Act (WIA), Vocational Rehabilitation Services, Veterans Benefits, College Scholarship.

Recommendations:2016-2017
- Look at the socio-economic demographic of our students when looking at fees for books.
- The Department chairs should consider ways of reducing costs for books.
- The Orientation process should do a better job on counseling students on the importance of preserving their financial aid.

Approvals by President:
- Department chairs should consider ways of reducing costs for books.

Follow up on Approvals:
- As part of the bookstore's commitment to providing easy access to these affordable course materials, the B&N Bookstore is launching affordable Courseware that is easy for you to adopt. The solution is a complete, turnkey course that combines high-quality OER (open education resources) with student and instructor support. Dr. Marilyn Hannah went through the training and was very impressed. She has decided to pilot Courseware this summer in my 2nd mini-session classes, which are Introduction to Business and Principles of Marketing. The cost for the student is $25 whereas students were paying over $200 just for the textbook. This $25 will get students an eBook as well as access to the online learning environment.
- WCCS Lead faculty attended a statewide Open Education Resources (OER) meeting in late January where ideas were shared on how open resources maybe implemented into college courses. Department chairs and directors are planning to implement in the fall some of information learned at the meeting.

Strategy: 7.3: Assess special needs of diverse student populations and provide support and educational services to meet those needs.

Findings: The college assess specials needs of diverse student populations and provide support and educational services to meet those needs. Those services include ADA -Students with disability, Educational Talent Search, Student Career Coaching Program, Student Support Services (SSS)/Tutoring Services Brain Fuse, Adult Education Program – Adult Learners, GED, etc., Write Now, E-Learning /Canvas.

Recommendations:2016-2017
- Fill writing lab coordinator with ESL certified.
- Come up with methods to determine if students would benefit from reading lab, SSS, coaching etc.
- Increase hours for Brain Fuse.
- Use free version of Survey Monkey to conduct survey.
- Create a link in Canvas to Surveys.
- Determine how both GED and Ready to work can benefit transitional (developmental).
- Success Career Center when ready needs to play a major role in determining whether transitional (developmental) students are ready for college level courses.

Approvals by the President:
- Come up with methods to determine if students would benefit from reading lab, SSS, coaching etc.

- Increase hours for Brain Fuse.
- Use free version of Survey Monkey to conduct survey.
- Create a link in Canvas to Surveys.
- Determine how both GED and Ready to work can benefit transitional (developmental).
- Success Career Center when ready needs to play a major role in determining whether transitional (developmental) students are ready for college level courses.

Follow up on Approvals:
- Still working on methods to whether students would benefit from reading lab, SSS, coaching etc.
- Ms. Karen Brown says that Brainfuse is monitoring the hours that our students use the online tutoring services and will increase our allotted hours as needed. With this being the first full year of usage, they will able to determine if the students are using it more or less.
- The free version of survey monkey has been used to conduct surveys this past year.
- It has been implemented. There is a link to surveys in canvas.
- Adult Education assess students' skills levels based upon the college and career readiness standards. Adult Education also assist students in developing their reading, writing, and math skills.

The student success center was implemented in spring 2018. Mrs. Goings tutors small groups in math.

Goal 8: Provide educational opportunities that support a culture of lifelong learning.
(Community Development and Lifelong Learning)

Overall Assessment: Some progress is being made to increase educational opportunities that support a culture of lifelong learning through the development of online Adult Education services and career pathways.

Strategy: 8.1: Increase faculty/staff involvement and awareness of cultural enrichment opportunities.

Findings: Some members of sub-committee #8 attempted to assist the committee chair of the Black History events with increasing the awareness of the event.

Recommendations:
- There is a need for a calendar of cultural events each month or each semester so that advertisement can be done in a timely manner. If there is a calendar already composed, the sub-committee needs the calendar.
- Someone from sub-committee #8 needs to serve on the cultural event committee to express the suggestions from the committee.

Strategy: 8.2: Provide accessibility to lifelong learning opportunities to the service area of the College.

Findings: There has been no actions at this point.

Recommendations:

Strategy: 8.3: Partner with the Alabama Community College System and local agencies in the service area of the College in offering adult education courses.

Findings:
- The Reasoning Through Language Arts canvas class needs revisions.
- Most of the Basic GED Mathematics videos and quizzes have been developed. This course will be released in June.
- One of the current adult education instructors will serve as the online instructor for these courses beginning July 1.
- AE faculty needs training in canvas.
- A Welding class was offered in the spring. This class included contextualized math and job acquisition activities.
- An IC3 class began May 21, 2018.
- Other career pathways have not been developed

Recommendations:
- Review of the course by e-learning staff to provide recommendations for improvement. (Meeting has been established for June 7, 2018 at 10:00 a.m.)
- Training for AE faculty in canvas. (Professional development has been planned for June 15, 2018).
- Director work with technical department and/or Workforce Development to integrate MSSC certifications in Adult Education. An Adult Education faculty/staff needs to be trained to teach MSSC.
- Revisit the pre-bridge health care.
- Begin working on the entrepreneur program with a possible retail certification in customer service.
- Revise recruitment strategies.
- Revise the IC3 class to include some contextualized activities.

Strategy: 8.4: Strategy: 8.4 Provide service-learning opportunities that expose students to a lifestyle of community involvement and the community to lifelong learning.

Findings: No action taken at this point.

Recommendations:
- Send recommendation to Associate Deans to obtain their input on how service learning can be implementedService Learning

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Goal 9: Expand and enhance the image and reputation of the College through ongoing public and communication effort. **(Public Relations)**

Strategy: 9.1: Promote a strong college identity that reflects WCCS as a success driven institution that demonstrates a leadership role in its service area.

Findings: The College continues to have a robust presence in the community; the College President serves on many local boards including Team Selma, Economic development authority, Craig field Airport Authority, Selmont Community Development Corporation, Selma to Montgomery March Commemoration foundation and Jubilee Unity Breakfast committee. In addition, the college provides sponsorships to the Bridge Crossing Jubilee and previously the Battle of Selma. Student Government/Student ambassadors represent the College in the annual Christmas Parade and service projects such as adopt a mile.

Recommendations: It is recommended that the College increase external promotional efforts for campus based activities through the use of social media.

Strategy: 9.2: Design, produce, and deliver professional communications about programs, instructional support and services to a diverse student population, the general public, and the media.

Findings: The college hired the Public relations Firm J & M communications owned by Mr. Jack Smith, who developed a PR plan for the college. The College began to interact with stakeholders using social media. Telling the story of the College through the words, actions, and examples of successful students and graduates in annual publications such as the President's Report. The 2017 President's Report focused on student successes at WCCS. Facebook, twitter and emails were used to inform stakeholders of college events. Students and employees were encouraged to follow our College President on twitter. College staff managed social media sites. Various program highlights were featured in the local newspaper, the President wrote articles that were printed in local newspapers and two commercials were produced and circulated on local TV stations in the service area. One of the commercials highlighted technical programs offered at the College.
The College has experienced an increase in enrollment because of the Colleges Public Relations Campaign.

Recommendations:
- Purchase an additional camera to be used by the media club to capture student activity photos for college

publications and social media (approximate Cost 200.00)
- Involve more student lead social media campaigns
- Continue current PR practices with News, and TV commercials

Strategy: 9.3: Strengthen internal channels for internal communications and efficient flow of information throughout the Institution.

Findings: The first edition of the Patriot News Newsletter was produced and emailed to faculty & Staff using trial subscription of constant contact software. The Newsletter included informative articles about college programs, a personal moment with a college employee, college birthday highlights for the month, registration links for professional development, college calendar highlights, save the date highlights and social media links.
The IT department provided a professional development workshop on office 365 and it many functionality Office 365 share drive was used by committees and departments to facilitate communication and web-ex was purchased to facilitate various meetings

Recommendations:
- Purchase a constant contact subscription for the production of the college newsletter

Goal 10: Improve efficient operations of the college. **(Efficiency of Operations)**

Overall Assessment: The subcommittee finds that the college does meet goal # 10 and overall operates in a manner that improves the efficiency of the college.

Strategy 10.1: Ensure a stable financial program that enhances resource allocation and promotes accountability of institutional resources.

Findings: The college implements a budget process that allows Supervisors/ Department Chairs to submit budget request based on previous year's allocations and planning for the upcoming year. The college has a planning day in March of each year that is designed for units to work together to plan unit assessments and budgets. The budgets are submitted to the Dean of Business & finance by the designated date in the spring semester for review and approval of the budget committee. After the committee's review, the budget is submitted to the President, and once approved sent to the ACCS Board of Trustees for final approval.

Recommendations:
- The budget process is very important in fiscal responsibility and stewardship, therefore this mandatory function should be attached to the performance evaluation of all department directors and supervisors. Any Division/Department not submitting a department budget should not receive any new funding and the first departments to have funding reduced, when necessary to balance the overall budget.
- The budget phase of the SPOL software be implemented to ensure that budget requests align with departmental needs and are communicated to the Business Office in a timely manner.

Strategy: 10.2: Continue to align the annual budget of the College to the institutional effectiveness plans of each office, program, and department of the College.

Findings: Annual budget alignment is monitored through the submission of the unit's annual budget request and assessment plans. Approximately 60 % of units close the assessment loop by linking planning to budget by associated cost on the assessment plan. The approved recommendation to add the Associate Dean of Institutional Effectiveness to the budget committee was not implemented by the Dean of Business and Finance this year, due to the close timeframe allowed to complete and submit the budget to ACCS.

Recommendations:
- Include the Associate Dean of Institutional Effectiveness on the College budget committee

Strategy: 10.3: Administer policies and procedures that promote fairness, consistency, and excellence in the management and administration of programs and services.

Findings: The HR department in collaboration with Institutional Development and other administrative departments developed a standard on-boarding process to ensure that new employees are properly oriented to overall college policies and to the policies and procedures of the different programs and services of the College. The New faculty & Staff orientation was held on October 6 & 12, 2018. There were 17 New Hire participants. Survey feedback from the orientation was very positive although it was stated that the orientation should be held earlier in the fall semester. The orientation was held only once in the fall but covered all employees hired back to Spring 2017

Standard Operating Procedures have been implemented in most departments such as Business Office, Health Science, Institutional Effectiveness, Financial Aid, Library, AMSTI, and Campus Police, Student services.

Recommendations:
- Move the New hire Faculty & Staff orientation to August/September of each year
- Record New Faculty/Staff Hire Orientation to be viewed by faculty and staff as they are hired
- Revise/update the Faculty/ Staff handbook
- Each department should have SOPs (Standard Operating Procedures). SOPs are step-by-step instructions that act as guidelines for employee work processes. When employees follow the SOP for a particular job, they produce a product or service that is consistent and predictable.

Strategy: 10.4: Improve the financial position of the College through new funding efforts by aggressively pursuing new funding resources.

Findings: No New Funding Efforts Reported

Recommendations:
- The college should consider a designated grant writer to devote the needed time to securing additional college funding.

Strategy: 10.5: Provide safe, clean, and comfortable facilities, accessible to all students and the community.

Findings: The Physical Plant Division supports the college's mission by operating and maintaining 28 buildings on the main campus, AMSTI and the Craig Field locations; 304,124 gross square feet of building space; with a total of 63 acres. The Physical Plant Division is responsible for all areas of plant operations and maintenance. In July 2017, a $224,000.00 renovation of the lower area of the Old Student Center was finalized creating a Student Success Center, which contains coaches' offices, a computer room, professional development room and faculty development room.
Construction totaling 327,925 was completed to upgrade from flat roofs to new metal roofs. Completion of this project eliminated the need for on-going repairs and replacements due to water leaks and lend to the aesthetics of the campus; giving a uniformed appearance to all campus structures. Also under continuous construction are improvements to the College's information technology infrastructure.
Substantial improvements were made through conversion of lights in the parking lot and power pole lighting to LED bulbs, building numbering, parking repaving, and signage replacement. The cost of parking repaving was 327,925.00. The College has instituted a new system that tracks and dispatches technicians to personnel/student maintenance requests. Our construction and renovation projects reaffirm the College's commitment to recruiting, admitting and retaining students by providing a safe and well-maintained environment

Recommendations:
- Ensure all campus facilities are ADA compatible

Strategy: 10.6: Develop and maintain a Facilities Master Plan that ensures that the College is fulfilling its mission to its students and the area that it serves.

Findings: In December 2017 the Director of Facilities and Safety was added as a member of the Facilities Master Plan Committee. The College's Facilities Master Plan includes the construction of an 80,000 square foot Multi-Purpose Technical Center to be constructed on the north side of the quad where the baseball field is currently

located. The Multi-Purpose Technical Center will include learning spaces designed to promote learning experiences, simulation-based experiential learning and dynamic teaching. These new spaces, in the form of flexible capacity multipurpose classrooms and student learning, simulation, and interaction areas, will enable students and faculty to use a range of technologies for presentation, communication, simulation, and collaboration. As part of the colleges 2010, 5-year Facilities Master Plan, fifteen plus acres was purchased on the northeast perimeter of the campus to ensure the College has sufficient real estate to meet its growth expectations. College staff and faculty have received numerous compliments from students and the community on the buildings and lawn aesthetics.

Recommendations:
* None

Strategy: 10.7: Recruit and retain talented full-time and part-time faculty, administrators, and staff.

Findings: The College continued to accelerate the initial approval process of new hire and replacement of full-time positons, which allowed the search committees adequate time to effectively execute the search and selection process.

The college does not utilize a recruitment process but does advertise available positions at the college per ACCS Board of Trustees policy. The posted advertisement is specific in regards to the required qualifications for the position. The screening process of applicants involves a broad based college search committee. The initial screening focuses on the applicant meeting the required criteria. All faculty hired are required to do a teaching demonstration as well as a writing sample to assess qualifications. All secretarial positions are required to complete a typing and writing test to assess qualifications. Transcripts and resumes are required and screened to insure that the job requirements have been met.
Although the evaluation process was revised in 2017 it was not fully implemented for all full-time & part-time faculty and staff. Supervisors and secretaries were trained on the process in June 2018 with anticipation of full implementation in 2018.

Recommendations:
* Job Descriptions should be reviewed and revised as needed, but at least annually. The job description should be reviewed ,and signed during each annual faculty/ staff evaluation.
* In 2018, a more formal evaluation process should be placed in the faculty/staff handbook and/or formal training offered on the performance evaluation process.
* The College should evaluate all employees (part-time faculty and staff).
* Coaching and development is needed to help one meet expectations to be successful, prior to termination of employment.

Strategy: 10.8: Maximize the use of personnel, physical, and financial resources of the College.

Findings: The college does maximize use of personal, physical and financial resources.
The College did not conduct two fire drills this year but did conduct two active shooter drills on March 15th and April 20, 2018. & safety drills each year.
The College has implementation orientation to supervisors of work-study students. The orientation covers use of the supervisors handbook which emphasizes that work-study students are be oriented by each department for their specific job roles so that student workers will understand what is expected of them in their particular area of hire
In the spring 2018 the Chief of Police ordered new batteries and pads for the 4 cardiac defibrillators on campus to ensure that they remain functional. A training has been scheduled for college employees in the September 2018
The Dean of Business and Finance disseminated operating budget request packages including instructions in June 2018. Funding requests for new initiatives were identified separately. Historical information and new personnel positions analysis worksheet were not implemented. A formal internal review process was implemented affective August 1, 2018 and will be performed quarterly to ensure the accuracy of records, compliance with accounting methods, and soundness are in order to provide confidence in the strength of our financial systems. All Business Office Staff have been assigned back up duties in other role positions to ensure that operations of the business office continues in the event of an employee's absence.

The Budget Module of SPOL has not implemented. This will be revisited in 2018-2019

Recommendations
- Improved process for inventory of campus equipment (portable electronics) to prevent equipment loss upon retiring or leaving the College.
- Implement Historical information and New personnel positions analysis worksheet
- The college should conduct two fire drills each year
- Automate the budget process using SPOL Technologies.
- The Office of Institutional Effectiveness should be included in the budget review process.
- Notify departments through SPOL if their budget request is approved, amended, or denied.
- The College should revise the grievance form and use the ACCS form.
- Schedule Technology Committee meeting dates quarterly. Need to ensure faculty, staff, and student representation.

Strategy: 10.9: Develop and maintain an ongoing program of Institutional Effectiveness and Research that promotes ongoing, integrated, institution-wide, research-based, and evaluation processes.

Findings: Integrated the five (5) general education competencies more broadly across all college curriculums, and linked them in SPOL to generate an assessment report. Worked with all instructional programs to identify courses and rubrics to measure the General Education Outcomes in a more consistent uniformed manner.

Increased the numbers of members to the assessment committee to 20 to decrease committee workload. Assessment committee training was provided in July 2018. Revised the Institutional Assessment committee feedback Rubric to better align with the five (5)-column IEP plan utilized by the college

All full time faculty were trained to place SLO and General Education Competency data into SPOL assessment module.
.
Developed and implemented a calendar of recommended meeting dates for goal subcommittees to prevent conflict in scheduling as members often serve on more than one subcommittee. Most committees were able to adhere to the meeting schedule.

Recommendations:
- Develop online training for part-time faculty toinput General Education and SLO data in SPOL
- Strategic Planning Subcommittees should meet as scheduled and submit minutes of the meetings to the Strategic Planning Council

Strategy: 10.10: Assure that the Institution maintains accreditation by the Commission on Colleges of the Southern Association and Schools, and that individual programs acquire and maintain appropriate accreditation and certification.

Findings: Accreditation for the nursing programs (LPN & ADN) will be combined and will occur in Fall of 2021.

The College begin the planning process in February 2018 to review and discuss the requirements of the reaffirmation certificates for SACSCOC Reaccreditation. The President appointed the SACS Leadership team and QEP team. An Accreditation timeline was developed and shared with the committee who meets once a month to review compliance certificates. The College's SACSCOC Reaffirmation visit is scheduled for October 2019.

Four employees including the President attended the SACS annual meeting in Dallas, December 2017 and 5 employees attended the annual summer institute in Atlanta in July 2018.

Recommendations:
The college should continue to send employees to the SACOC annual meeting and Summer institute to ensure that they remain abreast of current practices and requirements to meet SACSCOC Accreditation Principles

Strategy: 10.11: Provide opportunities for faculty, staff and students to become involved in institutional governance.

Findings: The College continuously seeks to foster a healthy environment of inclusiveness and shared governance among its employees. Faculty, staff, and students provide their voice and expertise by serving on college committees that participate in the assessment of college goals and the College's mission statement. The President annually assigns faculty and staff to college committees that link to the strategic planning assessment process. The faculty are given the opportunity to request committee assignments .The Strategic Planning Council is composed of 15 members who chair the College goal assessment subcommittees. This assessment process drives the evaluation of college goals and the formulation of plans to improve in identified areas. Committee members make recommendations to the President based on assessment findings, which often include budget request that may be; approved for implementation, not approved or reconsidered in the next planning cycle. Upon approval of recommendations from the President, the goal subcommittee is responsible for implementation and assessment of the effectiveness of the recommendation in producing improvements. The process allows for campus wide inclusion in assessment and evaluation of the College's effectiveness in meeting its mission. The strategic planning council and each goal subcommittee meet a minimum of twice a year.
A campus climate of inclusiveness is also promoted through assessment of faculty and staff input of recommendations for professional development to be offered by the College and their assessment of the effectiveness of library services, campus safety and physical plant services. Faculty and staff also provide feedback on all college trainings, orientations and professional development to ensure that the College continues to offer services adequate to the needs of its employee. In addition, students provide input by completing faculty/course evaluations each semester. In 2016-2017, 60% of students enrolled completed faculty/course evaluations. Graduating students also complete a graduate exit survey that allows them to expresses satisfaction/ dissatisfaction with all services offered by the College.

Recommendations:
- None

Goal 11: Maintain an ongoing program for the recruitment, retention and graduation of students. **(Enrollment Management)**

Overall Assessment: It is the consensus of the Admission Committee that the strategies are adequate in evaluating the goal.

Strategy 11.1: Improve student retention, graduation and transfer rates through the implementation of the completion agenda.

Findings: Academic support services (i.e. Student Coaching, Retention Coordinator, Student Support Services, Supplemental Instructions) to improve the retention, graduation, and transfer rates are sufficient relative to the implementation of the Completion Agenda. However, the Committee believes the recommendations listed below would further strengthen aforementioned academic support services.

Recommendations:
- Implementation of Guided Pathways (Meta-majors)
- Software to track graduation, retention, and transfer students (Star Fish)
- College-wide Transfer Coordinator/Advisor
- Strategy for evaluating Financial Aid

Strategy 11.2: Explore innovative recruitment and marketing strategies to manage enrollment efforts.

Findings: Currently the College sponsors Senior Recruitment Days, Campus Tours, Prospective Student High School visits, and College Fairs as means of recruitment. The College also sponsors an annual Middle School Knowledge Day. The College uses its Website, Social Media outlets, and commercials as means of marketing the College. However, the Committee believes the recommendations listed below would further strengthen the College's recruitment and marketing strategies.

Recommendations:
- Recruiter
- Recruitment Team
- More accessible, easier, and technological savvy Admission's process(es)
- Ipads, Tablets, and creation of an App to aid in Admissions processes and evaluations.

Strategy 11.3: Enhance the enrollment in online courses by developing enhancements that will attract broader credit and non-credit populations.

Findings: The College's website, email, social media, and brochures are currently utilized to increase enrollment in online courses. However, the Committee believes the recommendations listed below would further aid in strengthening enrollment in online courses.

Recommendations:
- Specific advertisements marketing for Distance Learning
- Staff member(s) that cater to working people that may want to return to school.

Strategy 11.4: Analyze and cultivate prospective student markets.

Findings: An effort to analyze and cultivate prospective student markets, the College sponsors Middle School Knowledge Day, College, Awareness Days, and Student/Parent Open House sessions. However, the Committee believes the recommendations listed below would further aid in cultivating prospective student markets.

Recommendations:
- Attendance at PTO Meeting and other secondary events promoting early awareness at elementary and middle schools.

Promotion of the College's programs and services at School Board Meetings.

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Planning Council Member Signature

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Planning Council Member Signature

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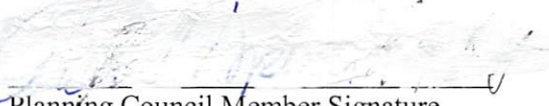Date

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Wallace Community College Selma
Strategic Planning Council
Assessment Findings and Recommendation Form
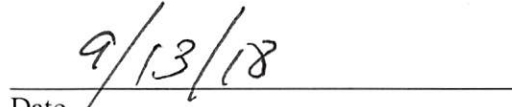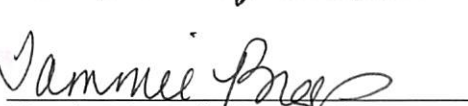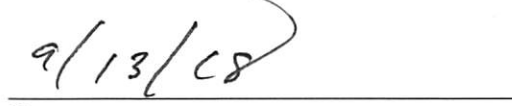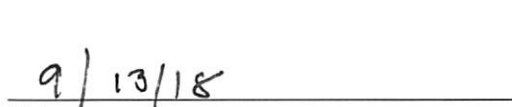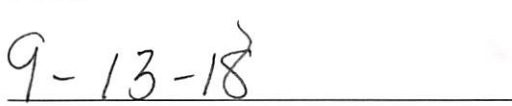
Planning Council Member Signature

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Date

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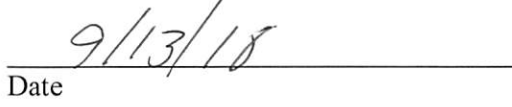
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