



# **ACCS ASPIRE 2030**

**Phase 1: Self-Assessment**

**WALLACE COMMUNITY  
COLLEGE - DOTHAN**

*December 11, 2020*



WALLACE  
COMMUNITY  
COLLEGE  
Dothan • Eufaula

## Office of the President

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December 11, 2020

Mr. Jimmy Baker  
Chancellor  
Alabama Community College System  
PO Box 302130  
Montgomery, AL 36130-2130

Dear Chancellor Baker:

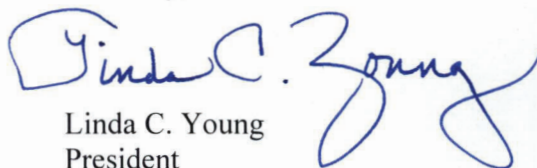
Wallace Community College-Dothan (WCCD) is pleased to provide to you and the ACCS Board of Trustees our *Achieving Systemwide Potential through Increased Resources & Engagement (ASPIRE 2030)* Self-Analysis. This document represents an in-depth analysis of the College and the critical role we play in our service area. It also provides the foundation for what the College plans to accomplish during the next decade.

Our *ASPIRE 2030* Self-Analysis consisted of targeted input through meetings, phone conversations, and emails from over 50 *ASPIRE* team members, representing all aspects of business, industry, K-12 and university education, local government leaders, non-profits, and economic development organizations. We also received input from students, employees, and Board members from the College foundations. Further, the College sent a survey to an additional 83 external stakeholders to assist us in our self-analysis. We cast a wide net during this process.

The information, ideas, suggestions, and validation we received have been truly invaluable. We listened to the vision others have for us, the perceptions they have of us, and the recommendations they made to us. It was an enlightening and instructive experience and one that left us in awe of the deep respect and appreciation our constituents hold for WCCD.

We appreciate your leadership and vision for this process and for the Alabama Community College System, and we look forward to receiving feedback on our *ASPIRE* Self-Analysis.

Sincerely,

  
Linda C. Young  
President

**Wallace Community College – Dothan**  
**Achieving Systemwide Potential through Increased Resources & Engagement**  
**(ASPIRE 2030)**  
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### *Achieving Systemwide Potential through Increased Resources & Engagement (ASPIRE 2030)*

#### Executive Summary

December 11, 2020

In July 2020, Wallace Community College-Dothan (WCCD) began a process of institutional self-analysis to chart a course for the next decade. *Achieving Systemwide Potential through Increased Resources & Engagement (ASPIRE 2030)* consisted of targeted input from over 50 ASPIRE team members, representing all aspects of business, industry, K-12 and university education, local government leaders, non-profits, and economic development organizations. The College also solicited and received valuable feedback from students, employees, and Board members from the two College foundations. Further, the College sent a survey to an additional 83 external stakeholders to assist us in our self-analysis, casting a wide net during this process.

*ASPIRE 2030* focused on analysis in eleven (11) areas including the following:

Strategic Planning	Community Engagement	Financial Management
Teaching and Learning	Economic Development	Technology
Student Success	Workforce Development	Campus/Facilities
Community Development	Adult Education	

The information, ideas, suggestions, and validation are truly invaluable. The College listened to the vision others have for us, the perceptions they have of us, and the recommendations they made to us. It was an enlightening and instructive experience and one that left us in awe of the deep respect and appreciation our region's citizens hold for WCCD.

Through this extensive process, the College identified several priorities for the next ten years. As a fundamental focus, the College re-commits to identifying the specific needs of our students and our communities so that we can be a part of their success. This will be an ongoing and daily endeavor. This commitment requires that we not only continue to stretch resources as



we are able, but that we also make informed choices about what instructional programs and services the College can realistically provide. To this end, the College will continue to make data-driven decisions regarding program viability. The next decade will also provide opportunities to prioritize the addition of cutting-edge technologies to existing programs. The College plans to support program enhancements through advanced technology resources where appropriate and available. We also remain committed to providing facilities and infrastructure that ensure our constituents view the institution as one that is safe, secure, esthetically inviting, and representative of a quality higher education provider.

The College further continues the priorities of fiscal soundness, through our commitment to being good stewards of the public and private funds entrusted to us, and of fund raising, which yields both advocacy and additional revenue. The College will remain trusted partners in the communities we serve, and we will be actively engaged in robust economic and workforce development initiatives. We commit to our role as being imperative to the quality of life in the region and in remaining "*our communities' college*."

The availability of and access to substantial bond resources will assist in ensuring that WCCD is able to broaden our sphere of influence and widen our impact during the coming decade. Investments in renovations and additions to existing facilities, paving projects, parking lot improvements, drainage enhancements, and cutting-edge instructional technology will attract new students, retain existing students, open more short-term training opportunities, and reinforce to the public that the College is fully prepared to meet the education and training needs of the region we serve.

With a laser focus on the academic and economic success of our students, the commitment to advancing our region, the continued support of our partners and advocates, and the opportunity to enhance our physical resources, the College will increase our ability to implement programs and services that will not only avail our students of an outstanding education, but also a better life.

The complete *ASPIRE 2030* document can be accessed at [wallace.edu/aspire2030](http://wallace.edu/aspire2030).

**Mission Statement:**

*George C. Wallace Community College – Dothan, a comprehensive community college, inspires and facilitates learning to prepare its constituents for current and emerging opportunities and to promote economic and social development.*

Wallace Community College-Dothan (WCCD) plays a vital role in the quality of life in the southeast region of Alabama known as the Wiregrass. It continues to be the college of choice for a significant number of students in the region. Students' goals include attainment of associate degrees, as well as transfer options in order to achieve baccalaureate degrees; they likewise indicate plans to achieve the necessary credentials and/or degrees in order to obtain employment upon graduation. In keeping with its mission, WCCD offers a wide variety of certificates and degrees to assist students in achieving their educational and career goals. The College provides a range of programs including degree programs, certificates, career and technical education, academic transfer, workforce development, and adult education.

**Strategic Planning****2. Major Strategies:**

**What two to three critical strategies (objectives) will best ensure that the college fulfills its mission over the next ten years?**

Over the last ten years, educational needs and strategies have drastically changed and adjusted, many to meet technological advancements and learning styles of students. Historically, however, certain objectives have remained constant in education and will continue to be foundational to the success of fulfilling educational missions moving forward. These objectives have been echoed by ASPIRE Team Members through various wording, but with the same fundamental intent.

One critical strategy that must continue is providing students and the community with college leadership, instructors, and staff that are experts in their fields. Specifically, instructors must be knowledgeable of business and industry needs and must be dedicated to producing skilled employees who can meet the needs of these organizations. For the College to continue its demonstrated success in this area, a renewed commitment to providing state-of-the-art technology, relevant curriculum, innovative instructional methods, sterling leadership, and well-credentialed faculty will be critical.

ASPIRE Team Member and Houston County Commission Chairman Mark Culver described this continuing objective as one of “preparing a relevant workforce, not just a skilled workforce.” He goes on to say that “this requires a commitment from the instructors, the College, and the state education system to guarantee and maintain on-going, appropriate professional development that provides instructors the opportunity to establish and maintain relationships in the community’s fields of commerce and service.”

Another critical strategy during the coming decade will be to “promote economic and social development.” ASPIRE Team Member and Alabama Power Community Relations Manager David Norwood suggests that “creating links between what can be done with the degrees and certifications offered by WCC and the current and anticipated needs of local industries will enhance not only graduate job placement but also fill business needs.” Specifically, he states that “the College already provides services and could continue to provide services to students and community businesses to partner skills with jobs and create contracts to guarantee practicable training for employees and a commitment to hire. This promotes economic development by keeping skills, talent, and commerce here in the Wiregrass area.”

An additional strategy over the next decade will be to enhance the College's presence in the region through robust participation in outside organizations and groups. The College is already well-positioned and well-respected as an educational leader in the region. However, with new constituents, businesses, and industries moving into the region, the College must remain committed to maintaining our position with stakeholders. An institution without public recognition, support, and ownership is an institution without effectiveness. For this reason, the College will continue to focus time and attention to garnering public support and ownership of WCCD as the community's college and will continue to place a high priority on making the College and its programs and services more visible throughout the entire service-area community.

### **3. Primary Audiences:**

**Who are the college's main audiences, how are their needs and aspirations changing, and what things will the college do to meet those needs and further those aspirations?**

The College serves a diverse regional audience that includes both students and employers. Each time the job market contracts, the characteristics of industry needs change when an expansion occurs. These changes generate a new audience which creates the need for an adjustment in education, especially postsecondary education. ASPIRE Team Member Mark Culver states that "needs are changing almost daily due to the requirements of new technology, new work regulations and now, even new ways to work created by COVID." The College must be nimble enough to address changes head on, with appropriate resources, and in a timely manner for these audiences.

ASPIRE Team Members identified the following three distinct groups within the College's overall audience:

1. the traditional young high school student/graduate,



2. the undertrained employee, and
3. local business/industry.

Each group has its own unique set of characteristics, needs, and aspirations. However, common themes are identified across all audiences, two being the need for enhanced soft skills and communication skills. Many current high school students and recent high school graduates arrive at the College with goals of entering the workplace more quickly, and they need programs that are responsive to their uncertain schedules and situations. Many also enroll lacking the necessary collegiate skill set to be successful. Mr. V. Vincent, City of Dothan Community Relations Officer, advises that students must master writing skills. He relates that “business communication and the exchange of information are crucial in all job assignments,” and he notes this is “a weakness in our region’s college graduates.”

This sentiment is echoed by other regional employers as well. In September 2020, the College sent a survey to workforce partners to obtain input on the current and future workforce development needs of area employers. Thirty-nine responses were received from the following service-area counties:

- 59.38%, Houston County
- 16.22%, Barbour County
- 6.25% Dale County
- 6.25% Geneva County

One question asked the employers to list the "top five occupational skills applications for jobs that are generally lacking." The highest percentage of responses, 85.71%, was for "Critical thinking skills," followed by 77.14% for "Time management." Next was "Reading and comprehending information" and then "Public speaking" at 45.71% and 42.88% respectively. Finally, "Business writing" and "Project Management" were tied at 37.14%. Based on the compiled data, in order to assist students reach their goals, the College will need to review

program curricula and identify areas where outcomes related to soft skills and communication skills can be improved through targeted interventions.

Another area both Mr. Culver and Mr. Norwood stress is that businesses and industries need education to be more flexible in providing skills upgrading for valuable yet undertrained employees. The need for more of this service can be seen in comparing the costs of separating a current employee and hiring/training a new employee compared to the costs of simply retooling a current employee. Employers are willing to invest in their employees' education if the programs are relevant and cost effective. Therefore, the hybridized times, locations, methods, and courses must ultimately offer and deliver solid instruction to students to connect them to the expectant employer.

In an effort to address this need and meet both student aspirations and employer requirements, the College views apprenticeships as a viable solution. A strong state and national focus centers on this strategy, and it is destined to increase as the U.S. Department of Labor and the U.S. Department of Education award grant funds to employers, workforce centers, and colleges to grow apprenticeships. To support this endeavor, the College has dedicated personnel to develop and implement apprenticeship opportunities. Currently, only 18% of surveyed workforce partners offer apprenticeships; however, almost 50% of those same respondents indicate they would like to explore apprenticeships through the College.

#### **4. Education Environment:**

**How is the education environment in which the college operates evolving and how will the college answer the challenges that this evolution brings, including dealing with competitors, both traditional and non-traditional?**

WCCD is a well-respected institution in the region enjoying strong relationships with service-area K-12 and university partners, including Troy University and the Alabama College of

Osteopathic Medicine. One for-profit college exists as well. The current educational environment is one that has wide philanthropic investment, but lacks local tax support, and often experiences leadership changes in the public K-12 systems. Additionally, the recurring issues the public education system partners navigate in stable funding, staffing, legal issues, and diversity, often result in frustrated parents and students.

ASPIRE Team Members believe that a strong and effective local college leadership, well-versed in both education and business, must continue to play an important role in the future of the region's educational environment. Mr. Culver states that "Leadership is the key to me, and the example is high at Wallace Community College. We all have to work together to be sure the College always has the quality leadership it has had for the past several years, and that it is always an integral part of the community."

Mr. Vincent expands that foundation by addressing the challenges of competition and limited funding, and states that the "College would be wise to hire instructors who have been employed by local businesses." He explains as follows:

They lived the day-to-day life of working in modern business settings and understood the changes taking place within the workplace. They bring a unique perspective to the classroom to ensure that students understand what will be expected of them in the workplace. Real-world experience translates to better prepared students.

ASPIRE Team Members also noted the challenge of keeping students on their academic pathways through to completion. In the past three academic years at the College, persistence rates remain high between 80-85% from each fall-to-spring; however, retention rates from fall-to-fall are lower, ranging from 60%-65%. Mr. Norwood observes the need for students "to have a clear career alignment from high school to college to job placement to aid in student success and increase retention rates." An opportunity the College has moving forward is to engage dual

enrollment high school students in the career alignment program, which can ensure not only retaining students throughout their college career, but can also guarantee more fully prepared employees for participating businesses and organizations.

## **5. Priorities:**

**What does the college not do that it should consider doing, or what is it doing that it should consider not doing (including, but not limited to, program offerings)?**

WCCD actively engages in identifying the needs of our students and communities so that we can be a part of their success. This is an ongoing and daily endeavor. This commitment requires that we continue to stretch resources as we are able, but that we also make informed choices about what the College can realistically do well.

Over the coming years, the College will continue to make data-driven decisions regarding program viability, which will undoubtedly have both personnel and public relations ramifications. For instance, the uncertain continuation of correctional education in Barbour County may lead to the closure of programs that cannot be sustained outside the correctional facilities such as plumbing and masonry.

The next decade will provide opportunities for the addition of cutting-edge technologies to existing programs. The College plans to support program enhancements through advanced technology resources where appropriate and available. The College is also committed to advancing the region as one that is a destination for younger constituents. We will carefully consider new program offerings through the lens of economic success for students, implementing programs that will not only avail them of an education, but also a better life.

## **Teaching and Learning**

### **1. Instructional Program Reviews**



- a. Colleges utilize instructional program reviews to determine the sustainability of programs within their institutions. Please outline the college's current procedures to review instructional programs of study, including General Education/Academic Transfer. Should the college's instructional program review process be enhanced?**

The College has an established review process that includes every instructional program offered at the institution, and this process provides data used to determine sustainability. Approximately 20% of the programs offered at WCCD complete a review each academic year as identified by the instructional review schedule (Attachment A, p. 126: Instructional Review Schedule). The General Education/Academic Transfer program is reviewed every five years and is scheduled for review during the 2020-2021 academic year. The specific procedures for each instructional program review, including General Education/Academic Transfer, are as follows:

- September – A notification memo (Attachment B, p. 128: WCCD Notification Memo) and program review information/procedure packet (Attachment C, p. 130: Program Review Information Procedure Packet) are e-mailed to the programs' discipline chairperson, division chairperson, and associate dean.
- January – The program review committee is formed and conducts the initial meeting. Data requests are submitted to the Institutional Effectiveness Office and program faculty.
- February, March, April – Data, instructional program, and peer reviews are conducted. The review report is completed and shared with all program faculty.
- May, June – The review report and recommendations are submitted to the Associate Dean for approval.
- July – The final review report and recommendations are submitted to the Dean, Instructional Affairs.
- August – The recommendations are included in new objectives and budget for the next fiscal year.

While the institution's current process is very thorough, the College continually assesses and revises procedures/processes to ensure maximum effectiveness. One area of the program review process that is being enhanced this year includes increased communication between instructional and institution leadership throughout the process. The increased communication will start at the onset of the program review process. At the end of fall semester, the Dean,

Instructional Affairs, will meet with designated instructor(s) and administrator(s) of programs scheduled for review to discuss and disseminate the procedures and schedule deadlines for the comprehensive program review. Reminder e-mails will be sent to the instructor(s) and associate dean(s) two weeks before each scheduled deadline, and status meetings will be held one week after each scheduled deadline to ensure the program process is progressing on time or address any areas of concern that may be delaying the process. When the program review is complete, the Dean, Instructional Affairs will present the findings to Administrative Council. This allows leadership to have more thorough understanding of each program and its viability as the institution evaluates sustainability and ensures the quality and effectiveness of instruction.

**b. Does the college's instructional program review process effectively address community needs? If so, how? If not, what can the college do to ensure that it does in the future?**

The current program review process does effectively address the needs of the community as the process involves community business and industry personnel working in the specific program fields. The equipment, curriculum, and employer satisfaction survey results of program graduates are all analyzed and reviewed by program faculty, members of business and industry working in the specified field, and identified advisory committee members to ensure the program is effectively preparing the students to transition from graduation to the world of work or the continuation of higher education. For example, based on survey data from the Practical Nursing program, reviewed in 2018-2019, the College continues to provide high-quality graduates. Results demonstrate that employers are highly satisfied with the quality of the graduates and the focus of completing the certificate and moving straight into the healthcare facilities. They are also pleased with the increased online tutoring and face-to-face tutoring

opportunities to improve retention and remediation, and they noted that recently purchased equipment more accurately reflects the equipment used in business and industry.

Additionally, data from a workforce survey of regional employers conducted in the fall of 2020, shows that 93.11% of the respondents indicated their "perception of the College's contribution to advancing the labor force in our communities" is either "High" or "Moderate." The College is confident we are effectively addressing the labor force needs of our community through our robust program review process.

Regarding academic transfer/general education program results reflecting the needs of the community, recent transfer feedback reports from both Auburn University (AU) and the University of Alabama (UA) demonstrate that WCCD students excel following transfer. In 2018, the College had 40 students transfer to the University of Alabama with 15 or more transfer credit hours. In addition, 29 former WCCD students received a BS degree in 2019-2020 from UA. Transfer students who took 300 and 400 level courses (junior and senior level) had an average GPA of 3.28. The average GPA of students transferring from other institutions was 3.04.

The feedback report from Auburn University also analyzes the performance of WCCD transfer students. Thirty-two WCCD students transferred to AU for the 2019-2020 academic year. Their GPA was higher (3.24) for the year than all other transfer students who began the same semester (3.13). The AU acceptance rate of WCCD students is also something to celebrate. The rate was higher (79.7%) than all other transfer students who were accepted in fall 2019 (58.7%).

Program success can best be summed up in the words of our students:

“Through WCCD, I had numerous lessons instilled in me that are necessary to remain a successful student at Alabama. While I was not only enriched academically, I also learned

about myself and the skills I have in order to make well informed decisions in pursuit of a successful career. I cannot wait see where the things I have learned takes me.” –Anna Murph

“Starting my college career as a student at Wallace-Dothan gave me a solid foundation to build on at Auburn. My Wallace instructors always made me feel like they were invested in me and in my success. They set high standards for all their students, and they expected us to meet them.” –Allie Boutwell

“Since I was exposed to the college atmosphere, I came to Auburn with a mature mindset.” –Basie Shine

**c. What are the college instructional divisions’ (academic, career-tech, and health programs) current strengths, weaknesses, opportunities, and threats (SWOT analysis)?**

**Strengths**

WCCD’s instructional programs have a long history of producing high-quality graduates. In fact, students enrolled in career and technical and health science programs are actively recruited from area businesses prior to graduation. The quality also holds true for our dual enrollment programs/offerings. ASPIRE team members Mr. Joey Brannon, Superintendent of Eufaula City Schools, and Mr. Chris Duke, Director of Career Tech/Workforce Development, Dothan City Schools, shared that the academic, career technical, and health sciences programs available to dual enrolled students provide strong curriculums and quality instruction. “WCCD instructors understand our dual enrollment students and work very closely with them and the high schools.” Mr. Troy Hicks, Student Government Association (SGA) president and WCCD diplomat, also shared the class size is a tremendous strength in all instructional programs. “I am able to receive one-on-one instruction in my classes. For example, I was struggling in my MTH100 class, and my instructor reached out to me first to schedule a meeting. During the meeting, my instructor reviewed my work, found the areas I was struggling in, and helped get me back on track.”



## **Weaknesses**

One of the major issues instructional programs struggle with (particularly in the career technical and health sciences program) is the ability to attract and hire qualified instructors. The current salary schedule cannot compete with what potential applicants can make in business and industry. For instance, the Associate Degree and Practical Nursing faculty credentials require a master's degree with a major in Nursing; unencumbered licensure as a registered nurse in the state of Alabama, and three years' clinical experience. The ACCS salary schedule for a D-1A faculty member with 3 years' clinical experience is \$61,062.00 (\$46,651.00 9-month and \$14,410.00 for a summer contract). According to the US Bureau of Labor Statistics, the mean annual wage for a registered nurse, which requires a minimum of only an Associate Degree and licensure as a registered nurse is \$77,460.00. In addition, many hospitals offer signing bonuses, tuition reimbursement, and flexible schedules.

Another potential weakness is that equipment for career technical and health sciences programs is extremely expensive. As a result, there are programs that do not have the most up-to-date equipment/technology. As the demand for health sciences and career technical programs continues, our current facilities may not be able to house the growth sufficiently. Therefore, a need to add or renovate existing facilities and/or construct new buildings to house those additional programs may be required.

Finally, as the demand for dual enrollment continues, another identified area of weakness involves coordinating the institution's specific course/program offering schedules provided at the high school sites and on our campuses with class schedules of the multiple high schools in our service area. Due to the various high school schedules, full-time faculty teaching on the high school sites may miss multiple class offering opportunities due to the travel time and differing

schedules, which has an impact for traditional students. By the same token, high school students coming to a WCCD campus for course offerings may experience the same difficulty trying to align the course offerings offered at WCCD with the high school schedules. Coordinating course offerings that align with multiple high school schedules has been and continues to be a challenge.

### **Opportunities**

The identified weaknesses and threats certainly provide many opportunities for our instructional programs. One example is that the recruiting process for instructional programs can be enhanced by creating short, live videos posted to various social media sites (Snapchat) throughout the semester showing what students are learning and doing in the different programs. The short videos will provide continuous information about our programs to potential students.

Next, as online/hybrid program/course popularity continues, the College has the opportunity to adapt and provide the very highest level of customer service. This will be accomplished by ensuring students, parents, and members of the public are able to call and speak to a “live person” who will work with them until their question or issue is addressed, answer e-mails in a timely manner, and remove barriers in the admissions, financial aid, advising, and instructional processes. Additionally, the admissions process for competitive instructional programs can be improved by providing clearer communication and documentation on course pre-requisites, testing requirements, etc., and designating specialized advisors that students can talk to as they work to complete the pre-requisite requirements.

Further, several new instructional programs as well as increased admitting opportunities for existing programs were shared by ASPIRE team members to more effectively meet the needs of the community. They suggest that with the continuing demand for nurses, the current admittance plan for the traditional evening LPN to RN program should be increased from once

every three years to once a year. The increased admittance rate would increase the number of students and graduates in the program. A paramedic to RN program was also discussed as a way to increase the number of nurses in our area. Moreover, our newest short certificate program (Mental Health Technician) is set to begin in Spring 2021. As the demand for mental health practitioners continues, the College should expand this program to an AAS option and a Surgical First Assistant option should be added to the existing Surgical Technology program.

Finally, new health science programs being considered to meet community needs include Diagnostic Medical Ultrasound, Clinical Lab Technologist, and Veterinary Technician. With the new instructional programs mentioned, an increase in academic offerings will also be required during the day and evening to provide students with opportunities to complete the necessary academic pre-requisite work. The instructional opportunities will require additional faculty and facilities for effective implementation; however, providing high quality instructional programs to meet the needs of our community is of vital importance.

### **Threats**

As more and more colleges offer online/hybrid instruction, students are no longer tied to the institution in their service area. If our institution does not provide the highest level of customer service for both current and future students, all our instructional programs face the real threat of students choosing to go to another institution that will meet their needs. Further, as the need for healthcare workers continues to increase, area institutions within our area may attempt to start new competing programs, which would pose a threat to our existing programs.

#### **d. How will the college's instructional program reviews (past, present, and future) inform the improvement of all programs moving forward?**

The instructional program reviews provide vital information in effectively assessing and responding to the needs of our students and community. Prior reviews have resulted in the need

to purchase equipment in certain programs that are more in line with the equipment used by business and industry. For example, the College recently purchased VitaScan PD Bladder Scanners for the Associate Degree and Practical Nursing programs so students could become more familiar with currently used workplace equipment. Specifically, the scanner documents proper placement of urinary catheters as now required in healthcare facilities.

Reviews over the last two years indicate that while employers continue to be highly satisfied with our program graduates, they remind us that equipment must reflect what is used in business and industry. Implementing their feedback, as we are able, will result in a higher employer satisfaction rate as our graduates are trained on equipment that is currently used in business and industry. This also results in our graduates being able to move directly into the position for which they are hired (less time spent in orientation and training for new staff). Using data, such as enrollment, completion rates, and wage information and increasing the communication between instructional and institutional leadership, will lead to increased effectiveness for all instructional programs.

## **2. Instructional Costs:**

### **a. Analyze and document the college's five (5) most productive programs (revenue vs. cost) and five (5) least productive programs (revenue vs. cost).**

Using data from the WCCD's 2018-2019 Department Profitability Analysis (Attachment D, p. 137: 2018-19 Department Profitability Analysis), the five most productive instructional programs as determined by revenue vs. cost include the following:

<b>Program</b>	<b>Revenue</b>	<b>Cost</b>	<b>Profit</b>
Associate in Arts/Sciences	\$11,479,404.15	\$5,709,032.23	\$5,770,371.92
Practical Nursing	\$1,540,144.01	\$1,287,298.53	\$252,845.48
Medical Assisting	\$490,646.83	\$306,925.82	\$183,721.01
Cosmetology	\$651,107.22	\$479,728.04	\$171,379.18
Associate Degree Nursing	\$2,394,795.89	\$2,234,256.92	\$160,538.97



The Associate in Arts/Sciences program will always be the most profitable program at the institution as it has the lowest overhead and includes a variety of academic classes that also are part of our CTE programs. The five least productive programs as determined by revenue vs. cost include the following:

<b>Program</b>	<b>Revenue</b>	<b>Cost</b>	<b>Profit</b>
Welding Technology	\$577,774.75	\$609,908.17	(\$32,133.42)
Surgical Technology	\$75,235.00	\$73,052.48	\$2,182.52
Applied Engineering	\$213,918.86	\$203,513.50	\$10,405.36
Office Administration	\$283,222.82	\$272,774.47	\$10,448.35
Automotive Technology	\$204,447.06	\$174,800.91	\$29,646.15

It is not surprising when strictly comparing revenue vs. cost that Welding Technology is the least productive program. The equipment/supply budget for Welding Technology is the most expensive program at \$70,746.50. However, the Welding Technology program is also one of the top ten tuition/fees revenue-producing programs. The Surgical Technology program is our newest instructional program, which started in the Fall 2019. The profitability of this program will increase as the second cohort of students started Fall 2020. The Applied Engineering program has undergone a curriculum and an instructor change at one of our campuses in the past year. The profitability of this program will increase as enrollment has increased in the past year. This is also a high-wage, high-demand program, adding to its revenue-increasing projection.

**b. What strategies does the college employ to reduce the cost of instruction?**

The College continuously explores opportunities to reduce the cost of instruction for all programs. The institution has been very successful in receiving external funds for several of our programs due to the proven quality of our existing instructional programs and our established relationships with our community partners. For example, when the College was approached by area health care facilities to start a surgical technology program, two healthcare facilities

provided a total of \$95,958.08 to assist with the expenses of this new program. The College also applied for and received a grant from the Wiregrass Foundation for \$551,330.00 to cover start-up costs for this program. Yet another example includes our newest program (mental health technician) scheduled to begin in Spring 2021. The College again applied for and received a grant from Wiregrass Foundation for \$261,064.00 to alleviate instructional start-up costs for this program.

The College is also committed to sharing resources among programs where appropriate. All our healthcare programs are housed in the *Heersink Family Health Science Building*, so all programs have access to the cutting-edge technology available in the facility. Additionally, career and technical programs and workforce development training programs routinely share equipment to both save fiscal resources and encourage non-credit students to remain on a pathway for a credit program. Another example is the Vizitech lab, which is housed in an academic building (Science), but is used for general education, career and technical, and non-credit training courses. The College views this sharing of resources as one that will continue in the coming years and that will include more opportunities as new programs are initiated.

**c. How will the college maintain or increase the affordability of courses and course materials?**

The College is extremely active and very committed to finding ways to maintain and increase the affordability of course instruction. WCCD awards a total of 45 academic, 34 career technical, and 45 health sciences institutional scholarships that cover the cost of tuition and fees for two years. In addition to our institutional scholarships, the College's two foundations provide additional scholarship opportunities to assist in reducing the cost of instruction and ensuring students are able to complete their programs and meet their educational goals. The College also receives a Workforce Development Grant that covers the cost of tuition/fees,

textbooks/access codes, industry certification fees, and eligible materials/supplies for dual enrollment students enrolled in approved high demand-high wage career technical programs. Additionally, WCCD applied for and received a grant from the Wiregrass Foundation that covers the tuition/fees for one three credit hour course in the fall semester and one three credit hour course in the spring semester for up to 75 eligible seniors attending Dothan City or Houston County Schools.

Another cost saving measure the College continues to assess involves the expense of textbooks. Several of the instructional courses have either moved instructional content to the Learning Management System (Blackboard), eliminating the expense of a textbook, or have chosen an Open Educational Resource textbook that either eliminates or greatly reduces the textbook expense. Several instructional courses/programs have also worked with textbook publishers to reduce textbook expense. For example, if a student is taking a course using a Cengage textbook, the student has the option to purchase an access code that allows the student access to all Cengage textbooks offered at the institution for two years. Even if a textbook edition changes during the two-year period, the access code will automatically update the edition without an additional charge.

As the demand for online and hybrid courses increases, several strategies to buffer the costs and ensure all students are able to register for these courses have been implemented. Internet hotspots are available on both campuses 24/7 for student use. Computer labs are available on both campuses for students who may not have a computer and/or high-speed internet access. While the labs are open extended hours throughout the week, some students may still not have an opportunity to access the labs. In addition to the open labs, the institution also

has laptop computers and webcams available for students to check out each semester for their courses. These strategies eliminate a huge expense for our students.

### **3. Setting Priorities for Continuous Improvement**

#### **How do you plan on prioritizing the quality and improvement of instructional programs, student-centered services, and the overall student experience at your institution?**

The most effective way to ensure the quality and improvement of instructional programs, student-centered services, and the overall student experience is to ensure that the College makes remaining a student-centered institution our highest priority. The student-centered culture will be prioritized by focusing on improving student success outcomes; developing a holistic, student-centered strategy across all dimensions of the student experience; implementing those strategies broadly and boldly; assessing the success; and then making appropriate adjustments. From the classroom learning environments to wrap-around support services to campus operations to relationships with the communities we serve, student success is the fundamental focus. Instructional program decisions are and will be based on empirical research, best practices, and the specific needs of our student population. Instructional program designs will continue to foster measurable improvements in persistence rates, time to graduation, and completion rates (Deloitte Center for Higher Education Excellence). A student-centered institutional commitment will be evident in all areas, supported by leadership, and will be reflected in the mission of the institution and with the faculty and staff who carry out that mission.

One area the College is focusing on strengthening in an effort to enhance the student-centered culture is continuous communication and collaboration among the institutional divisions (Business Affairs, Institutional Services and Community Development, Instructional Affairs, and

Student Affairs). Avoiding breakdowns in communication is crucial because the breakdown results in a reduction in customer service and a reduction in the overall student experience. Each component of the institution is intertwined with one of the others. When one area struggles, the entire institution struggles. The communication process must be fluid, deliberate, and constant. To that end, divisional meetings occur regularly to provide status reports, areas of concern, communications from ACCS, and collaborative solutions—all with the student experience as the priority.

This is especially important now as the conversion to Banner continues and the move to a system-wide learning management system begins. All areas will continue working together to ensure the overall student experience is not negatively impacted and that quality instructional programs continue with excellence.

#### **4. Ensuring Course Quality**

**How will the College ensure that all courses, both academic transfer and CTE are of the highest possible quality and what steps will the college take to continually improve student learning outcomes at the course, program, unit, and college levels?**

WCCD is committed to providing the highest quality in all instructional courses and programs. CTE faculty will continue to work closely with advisory committee members in the course and curriculum review process. Academic instructors continue to collaborate with sister institutions and university partners in a course review process sponsored by the System Office. In addition, WCCD has established procedures in place that continually monitor, assess, and address the student learning outcomes at all levels. Institutional benchmarks are established for learning outcomes at all levels and are assessed in the fall and spring according to an established assessment schedule. Action plans are created for outcomes failing to meet the established benchmarks, and the action plans are implemented and monitored the following semester to



determine if the strategies listed in the plan are successful. The assessment process is ongoing to ensure continuous improvement.

The College has established five General Education Outcomes (GEO) in which graduating students should be proficient. One of the five GEOs is assessed each fall and spring semester. Effective communication (GEO #2) was assessed Fall 2019. The results of the assessment revealed that the College met the 75% overall benchmark in all areas of GEO #2: Effective Communication: These areas are the ability

1. to effectively convey thought in a clear, well-organized manner, and
2. to persuade, inform, and exchange ideas in academic, work, and community settings.

These results indicate the College is continuing in a positive direction concerning this GEO. However, there was a slight decrease from the last GEO#2 assessment in Spring 2017 with the percentage decrease being approximately 2%. The GEO Committee continues to monitor results and make suggestions for improvement as necessary. The assessment system continues to be tweaked for consistency across all programs, and the College is seeing improved, more uniform assessments, and stronger quality across the board, adding to the validity of the GEO data.

The College also seeks input from our students regarding course improvement. Each semester, students provide course evaluations of their classes, and these evaluations are reviewed by faculty, division directors, associate deans, and the instructional dean. The following is a sampling of student comments from a Fall 2019 biology class.

“Ms. XXX is great! Her teaching style is awesome and she is always willing to help, allows you to ask questions, and has hand-on demonstrations.”

“Having lectures on Blackboard was a big help when it came to reviewing for tests. I felt the instructor has a want to help her students fully understand the material and cares about our success.”

“Too much information to grasp in such a short time.”

“Would be better if some tests weren’t done all together.”

“Don’t think lab and lecture tests should be taken on the same day as it is too overwhelming.”

As a result of the course evaluation comments, the instructor changed the delivery dates of the lab and lecture tests the next semester so the two tests did not fall on the same day in the semester. In addition, the instructor created individual chapter quizzes/tests instead of having one test covering two or three chapters to help students focus on each chapter’s objectives. The review of and implementation of appropriate suggestions by students for course improvements forms a critical component for quality assurance.

## **5. Distance Learning**

**What did the college learn about its capacity to deliver quality instruction remotely during the COVID-19 pandemic? Were any surprising strengths discovered? Were any distance learning gaps and challenges exposed, and if so, how does the college propose to address those?**

The COVID-19 pandemic has certainly forced instruction to reevaluate and adapt to a “new normal” in an incredibly short period of time. In the Spring 2020 semester, community colleges were given a less than 48-hour notice to move all instruction to a remote/online delivery system. Several challenges on both the instructor and student side were immediately revealed. The greatest challenges on the instructor side involved training and technology while the largest challenges on the student side were internet access and technology needs.

A large percentage of WCCD faculty (particularly in the career-technical and health science programs) did not have experience teaching in an online exclusive format. To address this challenge, professional development/training sessions for all faculty were held on March 17, 2020 (Attachment E, p. 141: Training Session Agenda). The training sessions were created to provide immediate assistance and guidance on making the transition from on-campus to

remote/online learning using the institution's learning management system (Blackboard). One-on-one training sessions were also conducted with select faculty to provide additional course specific training. Additional professional development/training sessions focused on online learning were held virtually May 5 – 7, 2020 (Attachment F, p. 143: Online Professional Development Agenda), and August 13, 2020 (Attachment G, p. 145: Fall Faculty Professional Development Email). All professional development/training sessions were recorded so faculty would have the ability to review the sessions at any time. In addition, an IT Support Page was created for faculty and staff on the College website. The IT Support Page contains tutorials on the technology requirements for online learning as well as the recorded training sessions. The Support Page is updated as new training sessions occur so faculty have one access point for all their resource needs.

Several faculty members also lacked the necessary technology to transition to an online format. To address this issue, the institution purchased webcams, headsets/microphones, tablets, and other technology needs for faculty. Training was also held on how to use this technology so faculty would be proficient with its use.

Students also struggled with the online transition. Many of WCCD's students do not have reliable internet access. To address this challenge, the College created two dedicated internet hotspots on each campus so students could have internet access 24/7. The hotspots continue to be available for all students

Another issue with which the students struggled was having the necessary technology to complete the courses online. WCCD purchased laptops and webcams for student use. Students were able to check out laptop computers or webcams to be able to complete their coursework

successfully. When the College was able to open for limited on-campus instruction, computer labs were also made available (by appointment).

Another challenge that is currently being addressed is the ability to maintain a connection and ensuring faculty-to-student and student-to-student interaction in the online courses. Faculty are addressing this challenge by creating established virtual office hours in every class. In addition, some of the classes are being taught virtually, meaning the student can attend a “live” class with the instructor and other members of the class where open discussions can take place. The virtual class allows real-time interaction. Other faculty have also created innovative assignments using technology allowing asynchronous interaction between students and instructors.

Several strengths were also discovered in this process. The faculty at WCCD embraced the transition challenge and really thought “outside the box” to ensure students received and continue to receive the same high-quality instruction. Health science and career technical faculty discovered innovative ways to teach and assess lab demonstrations and skills testing. In addition, several health science faculty collaborated to create simulated clinical scenarios. Academic faculty members shared technology they use for students to video presentations that allowed immediate feedback from other students and the instructor. As new ideas are created and shared, the resources available for effective online instruction continue to grow. It is amazing to watch the creativity, passion, and drive our faculty possessed to ensure our students received the very best instruction.

These strengths were noticed and praised by our students. Some of their comments are as follows:

“Wallace is handling this phenomenally. My favorite example is looking back to Wallace’s social media on March 17. Wallace posted a picture of our faculty and staff on

campus working hard to transition to online learning with technology training sessions. That post was so assuring, personally. Seeing all my faculty, my instructors, and familiar faces gave me an immediate sense of ease during this chaos.”

“I did not know what to expect, but was pleased from the first e-mail and welcome video. She provided videos where she went through the material using PowerPoint, and also put the presentations in Blackboard where we could review at our own pace. Her videos covered content assigned from the textbook.”

“The teacher made sure all of us understood the details of uploading our speeches to YouTube. In general, I thought she did a great job of putting herself in our position and anticipated everything we might need online to complete all the course requirements and understand the material. She also conducted weekly Q&A for anyone who wanted to speak to her and posted what was asked and answered for all of us to review.”

As the pandemic continues and the number of online/hybrid courses increases, additional challenges will be revealed, assessed, and addressed. Faculty will continue to use the data from course success rates and student course evaluation results to address and continuously improve the effectiveness of online courses. Specific challenges in distance instruction such as maintaining personal connections and promoting faculty-to-student and student-to-student interaction in the online courses continue to be addressed and met with creative solutions. We have witnessed the true creative spirit and supportive nature of our faculty through this crisis. They have worked tirelessly to remind students that they are not alone during this time and that their educational success continues to be the primary focus of the College.

### **Student Success**

WCCD consists of a diverse group of students who vary in age, race, ethnicity, and socioeconomic status, as well as in academic goals. They enroll in the College with specific goals for themselves, and they reflect the hopes and dreams of the communities we serve. This diversity within the student body creates a source of strength and vibrancy for the College, and it serves to remind faculty and staff that the responsibility for the success of our students lies with all of us. It is our most fundamental goal.

## 1. Student Completion.

**Describe the college's current strategies for increasing the following measures of student success and, given the resources to expand or improve those strategies, tell what actions the college would take:**

In October 2018, WCCD President Dr. Linda Young charged the Recruitment and Completion Committee, a standing committee at the College, to revise and update the College's *Strategic Enrollment Management Plan (SEMP)*. Following a yearlong process, the Recruitment and Completion Committee launched a revision of the *SEMP*. It included a comprehensive plan for measuring identified goals while strategically allocating available resources to increase student success. This updated *SEMP* was given to ASPIRE Team Members to solicit their feedback on ways to improve Student Success and meet the demands of students as we plan for 2030.

The College's current strategies for increasing student success are noted in the *SEMP*, which focuses on three critical areas Recruitment, Retention (Persistence), and Graduation (Completion). It is the goal of the College for students to transition successfully through these three areas during their academic career, and these areas are used to measure student success. Each area has a targeted goal, and success in reaching these goals is measured regularly.

### a. Persistence Rates.

Student success is measured by the Persistence Rate from Fall Semester to Spring Semester at a rate of 80% or higher. The table below lists the measurements for Persistence Rate which shows the College has met this goal for the past four years.

Table 1: Persistence Rates

FA16-SP17	FA17-SP18	FA18-SP19	FA19-SP20	FA20-SP21
85.68%	82.1%	81.64%	83.55%	Unavailable



*(This statistical data only consists of a fall cohort defined as first-time, full-time students who enrolled for fall semester.)*

The College is pleased with Persistence Rate success, and credits specific strategies for this success. Some of those strategies include the following:

- A customized orientation event for students that is specific to student programs. For example, career and technical students attend orientation sessions dedicated to CT programs.
- The implementation of Guided Pathways for all programs. All students have access to their paths to completion of their declared programs.
- The implementation of the *15 to Finish Initiative* to encourage students to take 15 credit hours each semester.
- An advising manual that is reviewed annually and updated as necessary. This advising guide provides faculty and staff with a resource to assist students navigate program requirements.
- An early alert system through the learning management system that alerts faculty to at-risk behaviors of students such as absenteeism.
- The promotion of student success stories through the College's website homepage, press releases, and through social media posts.
- The opportunity for extracurricular activities through clubs, organizations, and service learning projects.

The College also has plans to add strategies to keep persistence rates high. Some of those possible strategies include the following:

- The implementation of *Next Semester Week* to encourage students to plan ahead for the upcoming semester. Students will meet with their faculty advisors to map out their next semester courses using Guided Pathways.
- The initiation of program-specific learning communities. The program-specific learning communities will allow orientation instructors to focus additional time on specific activities embedded within the courses that sync with the appropriate career pathways option.
- The exploration of careers by providing resources such as career interest inventories, workshops, etc. Career exploration will begin in orientation classes during the students' first semester as an integral segment of orientation activities.

**b. Retention Rates.**

The College calculates the official Retention Rate based on a cohort group, measurable from Fall-to-Fall Semesters, as determined by continued enrollment or attainment of a degree or certificate prior to the upcoming Fall Semester. When this retention rate equates to 75% or higher, the goal has been achieved. The table below illustrates that the College is not meeting this goal.

Table 2: Retention Rates

FA16-FA17	FA17-FA18	FA18-FA19	FA19-FA20	FA20-FA21
66%	58%	60%	52%	Unavailable
<i>(This statistical data only consists of a fall cohort defined as first-time, full-time students who enrolled for fall semester.)</i>				

The strategies used to enhance Persistence Rates also apply to Retention Rates. However, because the College is not meeting our goal, we are focusing intentionally on the most at-risk group of students for interventions. These strategies include the following:

- Intensive developmental studies advisement occurs for students who test into two developmental courses. The College has a dedicated Academic Coach who works with this specific population.
- Tutoring services for both math and English courses are available.
- Regular communication from course instructors is encouraged.
- Recognizing and celebrating successes through stackable credentials.

As part of the College's upcoming SACSCOC Quality Enhancement Plan (QEP), the College is considering adopting a new advising model for our students. The proposed model will pair a student with one advisor for the duration of his or her collegiate career at WCCD. If adequate resources were available to fund an advising center, the College believes this strategy would have a positive and lasting impact on retention rates.

### **c. Graduation/Completion Rates.**

The College defines graduation rates by full-time, first-time degree/certificate seeking students who start and finish at this institution based on a 150% time frame. The overall

graduation goal is 33%. Completion Rates are indicated by the number of students who receive certificates and degrees each term (excluding short certificates). The College will measure student success by an increase in Graduation Rates of 10% by the end of Fall Semester 2022, and an increase in Completion Rates by 15% over the next four years using Fall Semester 2019 as the baseline. As noted in the tables below, the College increased Graduation Rates to 31% in 2019, and also showed a slight increase in Completion Rates for Fall 2017-2018.

Table 3: Graduation Rates

<b>2016</b> <b>(Cohort FA13)</b>	<b>2017</b> <b>(Cohort FA14)</b>	<b>2018</b> <b>(Cohort FA15)</b>	<b>2019</b> <b>(Cohort FA16)</b>	<b>2020</b> <b>(Cohort FA17)</b>
21%	24%	25%	31%	Unavailable

Table 4: Completion Rates

<b>FA16</b>	<b>SP17</b>	<b>SU17</b>	<b>Average Awards</b>
255	303	150	<b>236</b>
<b>FA17</b>	<b>SP18</b>	<b>SU18</b>	
224	293	200	<b>239</b>
<b>FA19</b>	<b>SP20</b>	<b>SU20</b>	
202	Unavailable	Unavailable	

The College has seen steady increases in Graduation/Completion Rates over the last five years. The implementation of stackable credentials, graduation audits, and persistence rate/retention rate strategies has played an important role in continuing our success in this area. With the addition of increased options for stackable credentials, we believe this success will continue.

#### **d. Transfer Rates.**

According to the IPEDS Data Center, WCCD transfer rates are depicted in the following table.

Table 5: Transfer Rates

	<b>2017</b>	<b>2018</b>	<b>2019</b>
Transfer-out Rate	17%	18%	18%
Total Number of students in Cohort	855	745	733

Total Number of Transfer-outs within 150%	142	131	133
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Based on a review of our data and a comparison with state and national statistics, the Transfer Rates of our students show room for improvement. Research has shown that 80% of community college students intend to earn at least a bachelor's degree. However, only about 30% end up transferring. Among the 30% of community college students who transfer, only 14% go on to earn a bachelor's degree within six years.

Studies have also found that community college transfers do as well as native rising juniors. Data shows WCCD students who transferred to public flagship universities (Auburn University and the University of Alabama) earn grades equal to or above those who started there. So, our transfer students, like other community college transfer students, are very capable of earning their bachelor's degrees.

In reviewing and comparing our transfer rates, WCCD is below the national (30%) average in transfer-out rates and below the national (33%) average in transfer-out rate with an award. With adequate and dedicated resources available to focus on improving our Transfer Rates, the College projects it could improve outcomes by 10% over the next five years by implementing ten specific strategies as follows:

1. Create space and funding for a campus transfer center.
2. Provide transfer training for all college personnel with transfer as the "default assumption."
3. Strengthen dual enrollment partnerships with K-12.
4. Establish more strategic partnerships with universities through 2 + 2 programs that enhance the "pull" factors.
5. Engage students in transfer discussions during their first counseling visit and schedule regular follow-up transfer discussions with students.
6. Promote immediate entry into a guided pathway.
7. Enhance academic support services.
8. Host ongoing transfer fairs, events, and activities to ensure that transfer is a continual conversation among students and college staff.

9. Encourage classroom discourse focused on transfer issues and integrate transfer information and messages into the curriculum.
10. Track, assess, and report transfer progress regularly.

This “Ten to Transfer” will serve to support, nurture, and expect a “transfer-going” culture at WCCD, and it will work in conjunction with and often overlap other student success strategies.

**e. Employment Rates.**

According to the 2018-2019 Perkins V Performance Report on Career and Technical Education, the employment percentage of CTE concentrators employed, in military, or apprenticeship programs in the 2nd quarter following the term in which they left ACCS is 77.38%, which is higher than the 73% target. Attachment H, p. 147: 2018-2019 Perkins V Performance Report. However, even with high employment rates, the College sees opportunities to improve this rate through increased contact with advisory board members, enhanced job placement services, and increased apprenticeship options.

**f. Certification/Licensure Rates.**

According the 2019-2020 College Performance Report on Career and Technical Education, the certification/licensure rates are depicted in the following table (see Attachment I, p. 149: *2019-2020 ACCS College Performance Report on Career and Technical Education Core Indicators 1P1 2P1 and 3P1*).

Table 6: Certification/Licensure Rates FY 2019-2020

<b>Number of students who participated in a certificate/licensure generated course</b>	<b>3,033</b>
Number taking specific concentration courses	2,157
Number passing technical skills assessments	2,157
% passing technical skills assessments	100%
Number receiving award or industry recognized credential	893
Number of industry or professional recognized credential	1,793
% who received an award, industry, or professional organization recognized credential	75%

Students currently demonstrate a high degree of success with Certification/Licensure Rates. Each instructional program has built-in supports for students as they work toward their certification and/or licensure goals, and the College plans to continue these support services and enhance them as needed.

As noted in the measurements of student success from the tables above, the ASPIRE Team identified the area of **retention** as needing the most improvement. The College also conducted a campus-wide survey to receive feedback on areas for improvement in student success. This survey revealed a similar finding that the College lacks intrusive advising, which is fundamental for retention and overall student success. Survey results stated that intrusive advising must venture beyond the faculty-advisor format that the College currently offers for students.

After reviewing the data, the ASPIRE Team agreed with this identified need for additional resources in the form of multiple advisors. Such resources would enable the College to employ a pool of advisors, referred to as Navigators. These Navigators will focus primarily on students' retention (persistence) and graduation (completion) rates, as well as assisting students in transferring to four-year colleges or entering the workforce with the proper certificate or licensure. In short, the Navigators will guide students through the educational maze from admissions to graduation.

The ASPIRE Team believes that the College's two Student Success Coordinators, who serve as advisors, do not have the capacity to serve the entire student body at WCCD. Additional staff is needed. The ASPIRE Team suggests that the Navigators should function as service providers based on a two-phase approach toward advising.



Phase One will consist of services to First-Year College Experience students who have earned fewer than 29 credit hours, and Phase Two will focus on Second-Year College Experience students who have earned more than 30 credit hours. The proposed services depicted in the Table below will enable the College to reach its retention goals in addition to higher graduation/completion, transfer, employment, and certification rates.

Table 7: Actions to improve Student Success

Phase	Proposed Actions by Navigators
<b>First-Year College Experience</b>	Academic Preparation
	Provide intensive study sessions before placement tests to minimize excessive developmental courses.
	Provide a learning community among students to improve academic performance.
	Design Success Seminars to improve studying techniques.
	Early Alert
	Allow Navigators to monitor academics and intervene when necessary.
	Academic Advising
	Plan sessions with emphasis on completing developmental courses and staying on track.
<b>Second-Year College Experience</b>	Academic Preparation
	Use early registration campaigns to avoid late registration as it correlates with lower grades, lower completion rates, and lower re-enrollment rates.
	Intrusive Advising – Focus on personal connection including mandatory sessions, emails, text messages, Twitter, Snapchat, and other e-social outlets.
	Social Preparation
	Relevant Experiences – Provide experiences outside of the classroom that become relevant to the participants’ course assignments.
	College Tours – Provide scheduled campus tours of four-year colleges and universities.
	Transitional Sessions – Complete college admission applications, financial aid applications, dormitory application, etc. (with an emphasis on soft skills).
	Experiential Learning – Provide internships, apprenticeships, clinical assignments, job shadowing, as well as volunteering

Table 7: Actions to improve Student Success

Phase	Proposed Actions by Navigators
	experience with non-profit agencies.

## 2. Student Engagement.

**What strategies does your college use to engage students in the overall college experience and how does the college ensure students are aware of all the services designed to increase their success?**

College staff provide a holistic approach strategy to ensure that all students have a well-rounded collegiate experience while attending WCCD. For instance, the College offers a host of student activities, programs, and services that promote academic support as well as leadership, social, and cultural experiences on both the Wallace and Sparks Campuses.

Each semester, the College hosts several Student Orientation, Advising, and Registration (SOAR) sessions for first- time students to inform them of these extracurricular activities available at the College. These opportunities are promoted via social media outlets, student email notifications, and other means of communication. Members from each of the College's clubs actively recruit fellow students at the beginning of each semester during the College activity periods. The activity period occurs weekly for 30 minutes to encourage and allow students to meet and plan activities for their clubs. Below is a list of activities and clubs available for students:

Table 8: Student Clubs

Student Clubs	
American Chemical Society Student Chapter	Phi Theta Kappa
Anime Club	Philosophy
Art Club	Respiratory Therapy Association
Association of Student Practical Nursing	Sigma Kappa Delta English Honor Society
Athletics	SkillsUSA
Baptist Campus Ministries	Society of Physics Students
Bass Fishing Club	Society of Student Medical Assistants

Table 8: Student Clubs

Student Clubs	
Computer Science and Programming Club	Student Government Association
Criminal Justice Club	Student Physical Therapist Assistant Association
Diamond Dolls	The Wallace Sound
Emergency Medical Service Association	Wallace Association of Nursing Students
Lambda Beta Society	Wallace Theater
Leadership Development Program	

In addition to the list of clubs above, the College houses three federally funded TRiO programs. These programs provide outreach and support services to assist eligible students in progressing through their college experience. These federally funded programs are as follows: Student Support Services, Educational Talent Search, and Upward Bound.

### 3. Enrollment Management/Recruitment.

**Describe your college's strategic enrollment management planning process and identify the greatest barriers to a more successful student recruitment program. What can the college do to reduce or remove those barriers?**

As noted earlier, one of the focus areas in the *SEMP* is Recruitment. The College employs two recruiters, yet our motto is that all employees recruit for the College. The overall goal of recruiting is to increase Full-Time Equivalent Enrollment (FTE) by 2% by the end of Fiscal Year (FY) 2021-2022 using the baseline number for FY 2017-2018. The process to achieve this overall goal starts with the planning process outlined in the *Student Recruitment Plan* which is managed by the College recruiters (see Attachment J, p. 151: *Student Recruitment Plan 2018-2019*.) This plan identifies a set of objectives and then assigns activities, responsible personnel, and a timeline for each objective. These activities are designed to provide the community, as well as subgroups in the community, with information that will lead them toward enrolling at WCCD.

The ASPIRE team feels that the greatest barrier in Recruitment is the ability to increase the number of First-Time Students and Adult Learners (age 25 and older.) Over the past four years, these numbers have declined as noted in Table 9 and Table 10.

Table 9: First-Time Students

FA16	FA17	FA18	FA19	FA20	FA21	Average
733	705	658	687	Unavailable	Unavailable	695.756
<i>(Statistics include first-time and full-time students- fall cohort)</i>						

Table 10: Students Age 25 and Older

FA16	FA17	FA18	FA19	FA20	FA21	Average
1,471	1,418	1,421	1,382	Unavailable	Unavailable	1,423
<i>(Statistics include all students)</i>						

To remove this barrier, the ASPIRE Team suggests that the Student Affairs staff review our communication systems and its effectiveness in connecting with potential students. The ASPIRE Team also feels that using Navigators to assist with the onboarding process will achieve success. Ms. Brandi Wallace states the following about the onboarding process:

Relationships are critical to ensure student success. Providing a peer-mentor program that would group a few new students with a sophomore who has been successful at WCCD could help make connections that affect student retention. Students could meet once a month, perhaps with a meal from campus food services.

To build relationships, the ASPIRE Team recommends that the Recruiters create a communication timeline that focuses on both first-time enrollers and potential students aged 25 and higher. This timeline will promote a proactive approach from the students' perspective by providing them with a point of contact, at any time, during the onboarding process. If funded, Navigators will serve as this point of contact and afterward, they can implement a peer mentoring program. Currently, the Admission/Financial-Aid staff uses a one-way rapid notification system that includes text messaging and emails as an engagement tool. If the

College employs Navigators, they will use a two-way communication system to resolve any admissions or financial-aid barriers by opening a communication channel in real-time with these potential students.

Typically, adult learners (aged 25 and older) recognize the financial commitment in seeking higher education and anticipate how it may hinder existing financial obligations. Navigators will work with these students during the entire onboarding process while navigating them through educational and financial literacy so they can explore realistic expectations. The College also has an established list of community resources available to offer assistance to eligible students as needed. Likewise, the first-time enrollee may need specific guidance to decide the best program to meet their interests, expectations, and finances. These Navigators will provide intrusive advising for these students while linking them to a pool of peer mentors to aid and assist with removing any barriers so that student success is improved.

#### **4. Student Services/Experience.**

**What kinds of services or experiences will tomorrow's students demand that the college is not providing now, and what can the college do to ensure it provides those services and experiences?**

The ASPIRE team was very mindful that the College must move forward with technology to adapt and address the demands of our students while ensuring that our graduates acquire the strong social and educational foundation needed for tomorrow's workforce. The ASPIRE Team reiterated that while automation will replace lower-skill jobs of today, the fastest growing jobs will always require high-level cognitive skills with the ability to collaborate, problem solve, think critically, and think creatively. Therefore, the ASPIRE Team recognizes the importance of establishing partnerships with local businesses and corporations to bridge this

gap by providing services and experiences for tomorrow's students. For instance, many business leaders advocate that soft and intangible skills be included in the College curriculum.

In addition, the ASPIRE Team felt that the College must place emphasis on solidifying collaboration efforts with the K-12 school systems by synchronizing the overall student experience in preparation for tomorrow's workforce. For instance, Mr. Tony Greene, manager at Michelin, recognized student success through its partnership with the College and the local high schools. He stated that "What I noticed about this partnership is that it has enabled us to identify students, while in high school, and provide them the awareness of what industry has to offer through Wallace."

Industry partnerships will allow the College to address these needed soft skills by using Navigators to work with students both in high schools and the College. If funded, Navigators will incorporate in intrusive advising the resources to build soft skills like critical thinking, collaborating, and problem solving for both current and potential students. The following table suggests additional events and activities to ensure that tomorrow's students gain valuable experience and services.

Table 11: Services and Experiences for Tomorrow's Student

Events and Activities	Description
Extend Navigational Support	Navigators could strengthen academic counseling and provide clear academic and career pathways for students. For instance, WCCD can create an Avatar (artificial intelligence system) for students to seek answers 24/7. Afterward, the Navigators could provide students with relevant experience in certain career fields.
Career Bridges	Navigators could serve as career bridges that guide students on a pathway from high school to a credential with current certificates in the labor market. WCCD's dual enrollment program will serve as the catalyst to aid high school students with short certificates in career tech programs. WCCD will provide Pop-Up Shops/Booths in high schools to pique students' interest while fostering



Table 11: Services and Experiences for Tomorrow's Student

Events and Activities	Description
	continuity of educational empowerment toward career pathways by using Navigators.
Enhance Student Engagement	Navigators could assist with the ongoing services of providing opportunities for activities to build “life-ready” skills in addition to “work-ready” skills.
Accelerate Academic Transitions	WCCD will provide opportunities for students to speed up their learning through early college courses as well as “catch up” with college-ready level courses such as developmental education at the high school level.

## 5. Underserved Populations.

**What challenges does the college have in serving underserved or disadvantaged people (first generation, older adults, low-income individuals, minorities, those with no high school diploma or GED, etc.) and how does the college plan to strengthen its outreach and support of these populations?**

The ASPIRE Team noted that the *Strategic Enrollment Management Plan (SEMP)* focuses on the underserved or disadvantaged students at the College by addressing the specific goal of increasing their retention rate by 10%. Yet, one of the primary challenges that this population faces is their “underpreparedness” for college-level courses. Often, this underserved population of students lacks the necessary collegiate skillset and are academically challenged. Therefore, their course selection starts with remediation in math and English. These students reluctantly seek out faculty assistance and need more mentoring than other students.

Research indicates that high-performing students are more likely to seek assistance than at-risk students. WCCD instructor Ms. Wallace states “Connection to a physical space on campus can be important to student success.” Therefore, the ASPIRE Team recommends using Navigators as an outreach resource to strengthen support for these students. Then, the Navigators will address other challenges such as transportation needs. These students often lack adequate transportation to and from campuses leading to attendance issues. As an outreach

resource, Navigators could intervene with solutions such as carpooling with others from the same community or arranging for tutoring assistance when they miss class sessions. Also, access to technology from their home tends to be another challenge for many students. Again, Navigators will guide these students with in-house resources to fill the technology gap, especially when the network infrastructure is unavailable for students living in rural areas. Navigators will have access to laptops, tablets, hot spot devices, and other digital devices for students to check out for a period of time to complete assignments.

The table below consists of additional events and activities to strengthen the outreach and support for disadvantaged students.

Table 12: Activities and Events for At-Risk Students

Events and Activities	Description
Developmental Studies Advisement	Navigators will create a learning community for students who are placed into two developmental courses to ensure that they also enroll in a complementary course such as ORI 105. They will then be able to monitor the student's progress as well as assist in developing the student's studying skills to progress into an academically enriched environment.
MTH098 Strategies Implementation	Navigators will collaborate with Adult Education to assist students who may need extra assistance and lack foundational skills for success in MTH098.
Developmental Panel Review	Navigators will oversee a developmental panel, which consists of peers who encourage students to persist through developmental courses. The peer tutors will link their background experience with how they achieved success to encourage students.
ENR098 Strategies Implementation	Navigators will collaborate with Adult Education for students who need extra assistance and lack foundational skills for success in ENR098. Also, Navigators will link students with topic specific instructor-made videos embedded into the course in Blackboard and assess the number of peer and professional tutors needed for the Writing Center to determine the success of meeting students' needs.

## 6. Dual Enrollment.

**What is the college's strategy to increase access for high school students to dual enrollment programs and what is the anticipated impact to enrollment?**

The Dual Enrollment program at WCCD has developed into an integral part of serving high school students within the College’s service area and serves approximately 800-850 students each fall and spring semester. The ASPIRE Team recommends that the College should embrace an *Emerging Enhanced Dual Enrollment Program* to increase the access opportunities for all Dual Enrollment students.

An *Emerging Enhanced* program will serve traditionally underserved high school students. For instance, students can enroll in a credit recovery program while taking collegiate career technical courses leading toward a high school diploma and career-tech short certificate, simultaneously. The *Emerging Enhanced* program will offer an academic support system for ensuring that these high school students succeed in college-level courses. Mr. Clarence Brown Jr, a former dual enrollment student who graduated with both a high school diploma and a short certificate in Engineering Graphics, commented that “having the opportunity to attend college in high school gave me chance to get a jump start with designing and reading blueprints for my father’s masonry business. I was able start my dream job while in high school.”

For students like Clarence, the Dual Enrollment program provides an opportunity for students to experience the success of taking college courses while in high school. The chart below depicts the number of dual enrollment students for each fall semester.

Table 13: Dual Enrollment at WCCD

FA 2017	FA 2018	FA 2019	FA 20
788	844	816	Unavailable

The ASPIRE Team recommends that the strategic goal for Dual Enrollment in 2030 is to serve 1,000 unduplicated students in academic transfer courses or career-technical programs.

To further this goal, the ASPIRE Team recommends the following activities that will promote an *Emerging Enhanced Dual Enrollment Program*.

Table 14: Recommended Activities for Dual Enrollment

Recommended Activities	Description
Participate in Area Career and College Fairs	Ongoing area career and college fairs will allow the Dual Enrollment staff to reach prospective students. High school or middle school students usually become excited and eager to learn about more opportunities upon graduating. Therefore, faculty and staff will use innovation to showcase their programs to attract these students while creating opportunities for future engagement with specific information.
Host a Parent Night at Area High Schools	A Parent Night aids the parents of dual enrollment and early admission students in learning more about the processes and benefits of enrolling in college courses. This avenue is another opportunity to inform the community about the programs offered at WCCD.
Create Online Booking Appointments for Parents	A virtual appointment will allow parents to meet with the dual enrollment staff while avoiding interruptions in both their personal and work schedule.
Create a Chat Window	A chat service for parents and students will enhance our communication platform while solving problems faster and improving customer satisfaction. A chat service will also build rapport with parents while reducing high school students' transition fears.
Create Dual Enrollment Videos	The Dual Enrollment staff will create a specific "how to" video designed for high school students to assist with the application process and other pertinent questions that they may have when enrolling.
Reassess Partnership Agreements	The Director of Dual Enrollment will continue to engage with high school counselors and career tech instructors to align high school students in career pathway courses to meet the demands of the workforce.

Through these enhanced strategies that specifically target dually enrolled students, the College projects that it will serve 1000 high school students each fall and spring semester.

Though most dually enrolled students will not be full-time students, they will certainly impact the budget in a positive manner and will be a population source to grow full-time enrollment at the College.

## **Community Development**

The WCCD motto, “We are Wallace; We are Community,” signifies the strong relationship between our College and the region we serve. As a comprehensive community college, we provide an array of programs encompassing career/technical, health sciences, and academic transfer as well as workforce training, adult education, and correctional education. Each program is responsive to the needs of employers in the area, and our graduates contribute to the economy and quality of life in the region. The success of students in their academic programs and in their chosen careers is a primary link between the College and the community.

The College serves approximately 4500 credit and 1000 non-credit students each semester from southeast Alabama, northwest Florida, and southwest Georgia at two campuses (Eufaula, Dothan, and two correctional sites). The College’s service area spans more than 5,000 square miles, including the following counties (or portions) in Alabama: Barbour, Bullock, Dale, Geneva, Henry, Houston, and Russell. The service area’s largest city is Dothan, and over the last decade, the cities and communities have adopted a decidedly regional focus believing that what is good for one community is good for all. A willingness to work together to accomplish goals for the region permeates local governments, chambers of commerce, service organizations, workforce and economic development boards, education providers, churches, and community members.



### **1. Leading, Convening, and Supporting.**

**In terms of how community development would apply to the college's strategic plan, what should be the college's role in a. leading community development efforts locally? b. convening community groups and leadership locally? c. supporting community development efforts locally?**

The College believes it does currently have and should continue to have a strong role in leading, convening, and supporting local and regional community development efforts. The College is fortunate to have one of the longest-serving ACCS presidents as its leader, and this steady, strong leadership has cemented WCCD as a key player in community development projects, initiatives, and long-range regional plans. The College always has a seat at the table and is a valued partner in community development. ASPIRE team member and Wiregrass Foundation President Dr. Barbara Alford offered the following thoughts on the reason WCCD is so effective in leading community development efforts: "Since Dr. Linda Young assumed the presidency there, WCCD has become a hallmark for regionalism in terms of program offerings, recruiting outreach, and in the leadership philosophy."

Dr. Young is extremely active in numerous community organizations, and she promotes active participation in organizations from other College leaders, faculty and staff. (See Attachment K, p. 171: WCCD Community Organization Membership) A commitment to being actively engaged with the communities we serve is a fundamental and guiding principle for the College. WCCD employees, students, and alumni are highly visible difference makers in all service-area communities.

Steve Hawkins, Executive Director for the Eufaula Barbour Chamber of Commerce echoes the crucial role WCCD has in community development. He offers the following:

Community Colleges are often the beacon of hope for areas in which they are located. I still believe this to be true today. Being so deeply rooted in economic development activities within their region, communities, along with business and industry, rely heavily on Wallace to assist in workforce

development and education and training needs. Partnerships with local Chambers of Commerce, business and industry, along with secondary schools continue to be vital to community development efforts. Inclusion and active participation on local community boards, focus groups, forums, etc., remain of paramount importance to providing active and visible support of community development and community leadership efforts. I am grateful to have ALWAYS had support from the Wallace Sparks staff during my tenure as principal of Eufaula High School and in my current position. It is my opinion that WCCD fully understands the role that it plays within the communities that it serves. Even today, I have WCCD staff on my Chamber board.

Terah Harris, from the Dothan Houston County Library System, believes WCCD is

- “truly impactful in the community through leading projects and through a presence in other projects.”
- “a part of the neighborhood out there helping.”
- “interacting with the schools with dual enrollment as a great opportunity since not all kids go the traditional college route...trades are important, especially important around here.”
- “paying attention to what the community needs.”

WCCD President Dr. Linda Young also expands her engagement to include strong relationships with other community colleges in and out of the state, and she enables the College to build the broad coalitions necessary to leverage resources and expertise to achieve success for the entire group. Specifically, she is an active member of the Alabama-Florida Border College Consortium. This group of presidents meets regularly to discuss issues and to partner, when possible and beneficial, on projects. Once such project included an 11 million dollar U.S. Department of Labor grant (AF-TEN) to promote welding technology training in south Alabama and northeast Florida. Without the Border College partnership already in place, this project would not have occurred.

Because the College has a long history of valuable participation in and with the communities we serve, WCCD enjoys the strong support and advocacy of individuals and groups



in our region. We see our role in leading, convening, and supporting community development activities, continuing and strengthening during the next decade.

## **2. Community Weaknesses/Opportunities.**

**What are the known community weaknesses or opportunities that have realistic solutions for which the college should take a proactive lead in collaborating with others to solve or resolve? How will the college engage the community to tackle these issues?**

Generational poverty is an identified weakness for portions of the College's service area, which includes Barbour County and a portion of Bullock County. Both are high-poverty, economically-disadvantaged areas. In Clayton, Barbour County, 31.2% of the population of 2,969 falls below the poverty level; 30.9% of the entire county of 24,686 lives below the poverty level. In Fitzpatrick, Bullock County, 37.3% of the population of 5,753 falls below the poverty level; 42.5% of the entire county of 10,101 lives below the poverty level.

In addition to persistent poverty, barriers in these communities include (1) a limited economic base; (2) lengthy commuting times to work (mean of 20-30 minutes) with no public transportation; (3) lack of internet service in 40% of households; and (4) 25-27% of those age 25+ without a high school diploma (U.S. Census Quickfacts, July 2020).

The College has opportunities to reach into these areas and strengthen training programs, dual enrollment classes, and adult education classes by enhancing partnerships with the regional workforce councils, area high schools, civic organizations, and churches. The College can continue to explore grant funding that can address targeted training programs that meet the needs of area employers and educate the workforce. This is already occurring with the Certified Nursing Assistant program offered in partnership with Bullock County Schools and healthcare facilities. Other training programs that could be provided through grant funding include basic

mechanical maintenance and welding. Additional locations for adult basic education are possible. The College has been exploring transportation funding options into Barbour County with elected officials both at the city and county levels for the last several months.

In addition to all the current crises attributed to it, ASPIRE team members expressed concern that COVID-19 possibly has created a future-focused threat to WCCD as it has for all colleges and universities. Will students choose to return to on-site classes, and will future students opt for the on-campus experience? If not, what implications does this have for brick and mortar investments, program development, staffing, and revenue? These questions need to be considered, regardless of COVID-19's future path. Further, will the development of more on-line instructional content and nontraditional methods of delivery (public and private; degree or non-degree) erode the perceived value of the traditional college degree in the minds of employers and future students?

WCCD is already engaged in online and technology-enhanced instruction. It seems apparent that institutions that develop responsive yet agile online options and virtual content will be the strongest going forward. WCCD can partner with community members to provide professional development opportunities (or changes in faculty recruiting) that could better position the College to be not just a participant, but a leader in the new virtual campus experiences. If some level of physical attendance does diminish, but donor interest does not, the College will explore opportunities to begin educating those future contributors who would normally opt for brick and mortar. This will occur through earlier and subtle conversations and messaging about new ways to invest in the WCCD future. Additionally, ASPIRE team members suggested the following to address these issues:

Offer community interest programs, targeted to specific populations – not unlike your community tour program that you do each year. You might consider expanding this and making a similar offering to the average community resident. Also, offer to host a business after-hours program on campus so that members of the local business community can see you on “your turf.” Use this opportunity to highlight your campus, programs, and connections to our local business, etc. Never pass up an opportunity to “host” community members on your “turf.”

The location, child care options, certain physical characteristics of the campuses, the name of the College, and civics studies were also identified as areas of weakness by some team members. Specifically, members shared the following potential weaknesses and solutions:

- Public misperception (since the 60s) that the campus in Dothan is “so very far away” from Dothan’s center. With the growth of Dothan, the College has “moved” closer to the north side of the city. *Solution: Publicity campaign in partnership with local cities to highlight accessibility to the Wallace Campus.*
- Child care. Some can’t attend because of adequate child care. Consider a day care facility for students, even if it required an added fee for child care. *Solution: Partner with area child care centers to provide on-campus child care at both campuses. Offer on-campus apprenticeships with child care facilities.*
- The roads and parking lots on the Wallace Campus (Dothan) do not match the very impressive buildings at the College. A perception could exist that if WCCD does not “take care of the little things” like updated parking lots, roads, and drainage that “the big things could be lacking.” *Solution: Seek funds for the necessary capital improvements to upgrade paving and drainage.*
- Cultural concern with the Wallace name on the College. The rising temperature of the nation could continue to “ruffle feathers” with a racially charged environment. *Solution: Conversations through focus groups and surveys of stakeholders. The College would need to be proactive rather than reactive on any name change. Change the narrative about why a name change is important. Don’t be forced to change a name. Be on the front side of a name change and make it a community event. Wiregrass Community College was mentioned as a potential name.*
- Many colleges and universities, especially now, “feed their heads with socialist rhetoric and demonize capitalism.” WCCD should be aware of this trend and not allow it to occur. *Solution: Constitutional law classes for all students with a focus on 1st and 2nd Amendments. Partner with judges and lawyers to provide Constitutional Rights community education programs.*

ASPIRE team members also shared that the more the College can promote its success in planning-assessing-responding, the more opportunities are likely to be offered to WCCD. These

opportunities will come in the form of continued and additional collaborations with other organizations and governmental entities and continued authentic community engagement as WCCD remains an important part of and partner with its communities.

### **3. Community Partnerships.**

**In what ways does the college partner with community organizations to benefit the community? For example, does your college actively encourage staff to participate in community development efforts, groups or activities? Please elaborate to include details of engagement and staff involvement. What opportunities exist for further staff involvement?**

Community partnerships are truly a strength of WCCD. As ASPIRE team member Steve Hawkins said, “College employees don’t wait to be asked to serve on community leadership boards; they seek out inclusion opportunities for those positions, and Dr. Young is in as many places and involved in as many conversations as is humanly possible.” As noted by Mr. Hawkins, WCCD President Dr. Linda Young encourages and expects faculty and staff to be active participants in community development efforts, groups, and activities.

A recent and continuing example of community “engagement” is found in *Transformation through the Arts*. The initiative is focused on developing the Dothan area as an attractor and destination using the arts as a centerpiece. College fine arts faculty members are providing input and recommendations in the development of the project. The College’s involvement was described by Wiregrass Foundation President Dr. Barbara Alford. She offered the following:

WCCD’s engagement with the Arts Initiative is about to launch. This initiative has a great deal of momentum behind it, and it will develop quickly (or not at all). A role for WCCD as the first outreach (beyond Downtown Dothan) has already been indicated in the Wiregrass Foundation’s Phase II report. As such, opportunities to be an active part of the collaborative effort and the various lead teams that will develop in the next six months to one year will be plentiful for the College. Visible and vocal participation not only has

the potential to generate supportive projects for the WCCD Dothan campus, but also can provide opportunities for program development around “the arts,” and can elevate even further the public’s perception of WCCD as a key leader in community development.

ASPIRE team member Ms. Mary Beth Maddox believes that WCCD’s “strong presence in the communities” provides a unique opportunity for additional community engagement. She posed the following question: “Would our local school systems entertain participation from Wallace on their Boards?” She feels strongly that “this could be a great way to work together to insure that both curriculums meet the needs of our children as well as business and industry.”

Ms. Annajean Presley, another ASPIRE team member, echoed those “strong community presence” sentiments and relayed that the College has this positive community image because “companies appreciate having someone to reach out to when they need a hand. In our case by providing students that are skilled to work in their establishments.” She went on to comment that “having a marketing team that sees all of the large companies on a regular basis helps and will help build new relationships and strengthen the existing ones.” Of course, the limited time of existing personnel dedicated to marketing activities demonstrates an opportunity to encourage other employees to step into those roles for the College as those moments arise. This is an area on which the College can focus moving forward.

This focus area can draw from examples of existing activities at the institution. Namely, College faculty and students are regularly involved in service learning projects throughout the communities the College serves, which promotes enhanced community relationships. For instance, the College partners with *Impact Alabama* each year to provide free tax preparation service to low income residents. These services are provided by WCCD faculty and students in partnership with the Alfred Saliba Family Services Center and Wiregrass 2-1-1. Other examples

of College service learning projects and activities are found in Attachment L, p. 174: WCCD Service Learning Projects and Activities.

The College believes opportunities do exist to increase its presence through more service-based projects and is committed to seeking out those opportunities with current and new partners. Because of its strong community ties as evidenced in the following list and attachment, we expect these opportunities to be readily available in the coming months and years.

The following is a partial list of recent and continuing partnerships for the College with an extensive list found in Attachment M, p. 176: WCCD Public and Private Partnerships:

Adams Beverages; Alabama College of Osteopathic Medicine; Alfred Saliba Corporation; Ameris Bank; Antique Attic; Arnold Veterinary Hospital; Auto Expo; BBVA Compass; Bob Woodall Air Care Systems, Inc.; CAE USA, Inc.; Carpenter, Wiggins, Jordan, Thomas, & Scarborough, PC, CPA; Carroll's Nursery; Celebrations/Lisa Green; Century 21 James Grant Realty; CH2 Development, LLC; Chapter W P.E.O. Sisterhood; Cherry & Irwin, PC; Coffman International; Coleman Worldwide; Commercial Bank of Ozark; Construction Partners, Inc.; Dale Medical Center; Dennis Lee Furniture; Diamond-R-Electric; Dothan Area Chamber of Commerce; Dothan Service League; Dothan Surgery Center; DSI Securities; Durden Outdoors; Encompass Health and Rehabilitation Hospital of Dothan; Extendicare Health & Rehabilitation; Eye Center South; Finish Well, LLC; Five Star Credit Union; Flowers Hospital; G. & L. Flowers Foundation; Geneva Family Dentistry, LLC; Goodwyn, Mills, & Cawood, Inc.; Harris Security; Health Center South Medical Tower; HealthSouth Rehabilitation Hospital; Healthwest Dental; HNB First Bank; Hollis & Spann; J & J Linens; Jim Whaley Tires; John Brooks Agency, LLC; Johnston, Hinesley; Kirkland Jewelry, Inc.; Larry Blumberg and Associates, Inc.; Law Office of Peter A. McInish; LMC - Lewis M. Carter; Michelin North America; Medical Center Enterprise; MidSouth Bank; National Peanut Festival; New South Cruisers, Inc.; Noland Hospital; PeoplesSouth Bank; The Pepi Companies; Personnel Resources; POLY, Inc.; PushCrankPress, LLC; RealTime, LLC; Regions Bank; Regions Private Wealth Management; Register Realty Company; Robert Cannon - AllState Insurance; ServisFirst Bank; Slingluff United Insurance; Southeast Gas; Southeast Health; SunSouth Bank, SunSouth, LLC; John Deere; Toyota of Dothan; Troy Bank & Trust; Troy Cablevision, Inc.; Troy Regional Medical Center; Velma Tribue-State Farm Insurance; Visit Dothan; Walters Controls; Watson & Downs Investments; Whatley Family Dentistry; Wheelless Development; Wiregrass Electric Cooperative; Wiregrass Foundation; Wiregrass Medical Center; Yellowood.

WCCD strongly supports and encourages participation by faculty, staff, and students in activities and events that elevate and enhance our region. Through leadership development opportunities, community partner information, and by her example, Dr. Young serves as the model for WCCD employees to emulate and become involved in the communities we serve.

#### 4. Community Data/Information.

**Does the college have access to reports, data and other information related to local community assessments? If so, what types and what have they revealed? If not, what is your plan to acquire such information?**

The College does have access to reports, data, and other information related to local community assessments. The College is purposeful and committed to data-driven planning and decision making. Further, our partners share relevant information with us regularly, and we work together to plan projects and initiatives. The following table illustrates the types of reports and data the College regularly utilizes:

Table 15: Community Data/Information

Report	Providing Entity	Purpose
IPEDS	National Center for Educational Statistics	The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.
Higher Ed, Workforce Development, Workforce Development	EMSI	Labor market analytics. Complex labor market data with user-friendly tools for regional employment, economic trends, and training needs.
WIOA	US Department of Labor	WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.
Census	US Census Bureau	Demographic information



Alabama State of the Workforce Report	State of Alabama Department of Labor	Economic and workforce analysis
Healthcare Industry Cluster Report	State of Alabama Department of Labor	Alabama healthcare industry and workforce analysis
Occupational Employment Statistics (OES)	US Department of Labor	Provides a vast amount of data on the Healthcare Industry in the state to include; number of employers, size of employers, top occupations, employment trends, projections, and various demographics of workers in the industry.
Alabama County Profiles	State of Alabama Department of Labor	Alabama counties are detailed based on demographics, labor force data, online resumes by occupation, labor demand, occupational wages, industry employment and trends, and postsecondary education data.
Grow Dothan	Dothan Area Chamber	Economic outlook and information for the Dothan region.
Perkins	US Department of Education	Career Technical Education information.
National Student Clearinghouse Outcomes and Research	National Student Clearinghouse	The Postsecondary Data Partnership (PDP) transforms the way the institution measures and reports student progress so that every student can thrive. Reports throughout the year on student pathways and enrollment trends.
Aspen Institute Student Success	Aspen Institute	Report focuses on student success at participating colleges.
Southeast Alabama Works	Southeast Alabama Works	Identify and address the workforce needs of new and existing business and industry by developing mutually beneficial partnerships with education systems, training providers, job seekers, and the communities.
Chamber Reports	Dothan Area, Eufaula/Barbour, Ozark, Abbeville, Headland Chambers	Local data including economic information, labor market information, quality of life information.
Local K-12 Surveys	LEAs	Parent/student satisfaction information
Wiregrass Foundation Community Survey	Wiregrass Foundation	Wiregrass quality of life information.
U.S. Bureau of Labor Statistics,	U.S. Bureau of Labor Statistics	Economic summaries combine data graphically from subjects such as unemployment, inflation, and wages

Southeast Information Office		into a single document for selected metropolitan areas.
State of the Workforce Report: SE ALWorks	Center for Business and Economic Research Culverhouse College of Business at the University of Alabama Center for Economic Development	This report analyzes workforce supply and demand issues using available metrics of workforce characteristics for Southeast AlabamaWorks region and presents implications and recommendations.
Quick Facts: Alabama	U.S. Census Bureau	QuickFacts provides statistics for all states and counties, and for cities and towns with a population of 5,000 or more.
AL Dept of Labor, Labor Market Information	State of Alabama Department of Labor	Info for workforce regions related to employment statistics, occupational statistics, quarterly employment and wages, unemployment statistics, and workforce development.
AL JobLink	State of Alabama Department of Commerce, AlabamaWorks.alabama.gov	Alabama Career Center System database.
Transfer Success	UAB, UA, Auburn University	Success reports for WCCD transfer students.

The College utilizes external data sources, in conjunction with internal data, to analyze the service area and to plan based on that analysis. As an example, recent data reveals that WCCD's service area has only two counties (Houston and Russell) that grew in population in 2019 (U.S. Census Bureau Estimates). This translates into fewer high school graduates in many counties, which could impact enrollment moving forward if recruiting and retention practices remain static. Based on this information, the College will review and may need to revise and adapt our activities to meet enrollment goals. Another example is found in a recent report compiled during the EDAA Southeast Rural Development Initiative's strategic planning process. The report provides baseline information regarding several key elements of the counties and the local communities and also provides a regional perspective of trends, challenges and opportunities that the Colleges uses to analyze program options. Further, the College relies on

labor market information to guide decisions on instructional programs and uses industry projections to determine technology needs in consultation with our business, industry, and education partners.

The College has highly skilled personnel dedicated to providing accurate and timely information for our data-driven decision-making process. Additionally, as previously indicated, WCCD has excellent relationships with organizations and individuals that provide any external data and/or reports the College needs.

### **Community Engagement**

WCCD has a strong presence in the communities of its service areas. WCCD is represented on multiple Boards and organizations in the community. The College has two Foundation Boards representing the Dothan and Eufaula campuses that assist the College in engaging community leaders. Workforce Development staff and programs are additional means for the College to stay connected to business and industry to meet existing and future needs. Faculty and staff, along with the College's programs and student organizations, are actively involved in service projects. The College is constantly searching for ways to increase its involvement in the community.

#### **1. Relationships with Key Community Leaders.**

**How does the college foster relationships with key community leaders and what can the college do to strengthen existing relationships and form new ones?**

The College constantly searches for ways to foster and strengthen relationships with key community leaders. The College's Administrative Council, composed of the President, Vice-President, and Deans are involved in many non-profit Boards in the communities such as the

Dothan Area Chamber of Commerce, Eufaula Barbour County Chamber of Commerce, Dothan Rotary, Region 6 and Southeast Alabama Works. The Wallace and Sparks Campus Foundation Board members represent key community and business leaders in the service area. The Board members serve as advocates of the College and assist with strengthening and fostering new relationships with business and industry. The two Foundation Board member rosters are found in Attachment N, p. 179: WCCD and Sparks Campus Foundation Board Member Rosters. The Foundations' scholarship program on each campus is supported by community leaders and businesses, such as Great Southern Wood Preserving, the Heersink Family Foundation, Southeast Health, Flowers Hospital, Dothan Area Chamber of Commerce, Watson and Downs Investments, Medical Center Barbour, Dixon Lumber, EBSCO, and Eufaula Barbour County Area Chamber of Commerce. A complete listing of partnerships for the College can be found in Attachment M, 176: WCCD Public and Private Partnerships. As one of the ASPIRE team members said, "WCC's reputation is stellar, and the College's relationships, particularly with business and industry, are solid. The path taken by WCC in recent years to develop ladder certificate and degree opportunities seems brilliant."

Specific areas of the College, such as Workforce Development, Health Sciences, and Career Technical programs, are constantly present in the community to help strengthen relationships. Leaders in these areas seek new relationships related to their program areas to foster a partnership with a new or existing business. With the ever-changing environment in the community, the College has the opportunity to collaborate and partner with the community to show its strong commitment to and involvement of all stakeholders. One ASPIRE team member stated, "Inclusion and active participation on local community boards, focus groups, forums, etc. remain of paramount importance to providing active and visible support of community

development and leadership efforts. It is my opinion that WCCD fully understands the role that it plays within the communities that it serves.”

As previously indicated, WCCD President Dr. Linda Young is actively engaged with key community leaders, and this engagement allows the College to be a part of or provide input into crucial regional decisions. She is a member of Wiregrass Forum, which is a select group of approximately forty (40) community leaders from the eight-county region of Barbour, Coffee, Covington, Dale, Geneva, Henry, Houston, and Pike counties, meeting monthly. This group is composed of city and county officials, (including mayors and city and county commissioners), key business and industry leaders, and college educators. Area legislators regularly attend Forum meetings as well.

A recent addition to strengthening relationships with key community leaders is an invitation for Dr. Young to represent the College on the Dothan Area Council of Organizations. The purpose of the Council is to increase collaboration and communication of Dothan-area organizations in addressing issues and planning for the future of the community. The group is comprised of 15 senior leadership members of Dothan civic and community organizations and meets weekly for one year.

The College is committed to a strong presence in all the communities we serve. This presence ensures we are engaging with community leaders and members to promote the success of our students and the success of the region.

## **2. Community Service Improvements.**

**Based on what you know about changes taking place in the community, what are some areas in which you can improve to better serve the community?**

Business and industry in Houston County and surrounding areas mainly consist of healthcare, industry, retail and agriculture. Healthcare services are constantly changing to ensure the highest quality of care is provided to its patients. WCC Health Science programs respond to these changes by being present in the workforce, requiring students to complete clinical rotations and preceptorships in area healthcare facilities, and keeping lab equipment up-to-date for quality instructional environments. One ASPIRE team member suggested to remain relevant by staying involved and participative in the conversation of the community. Various programs are represented in the community through service projects, such as the Health Sciences department. Faculty and students are involved in career fairs, Respite Care Service Learning projects, Alzheimer's Walk, Discovery MedCamp for Alabama, Senior Day at local nursing homes, Alzheimer's Walk, Community Emergency Response teams, and middle and high school career days. Through Impact Alabama, students in the Accounting program volunteer to complete tax returns for low-income families in the service area.

In monitoring industry trends, the WCC Workforce Development program meets with businesses to identify existing and future needs, determine specific curriculum to meet the needs, and discuss program opportunities that enhance employee performance. This area also engages with the surrounding city leaders to provide assistance in recruitment of new business and industry to the region. Workforce Development staff stays abreast of current changes in the labor market and works to offer new programs based on the needs of the business and industry community. Some of the non-credit certifications that are offered include Pre-Apprentice Lineworker, Certified Nursing Assistant (CNA), Professional Medical Coding, Dental Assistant, Ophthalmic Assistant, Certified Medical Billing Assistant, and Train the Trainer, which is a statewide program for CNA instructors. The WCC Career Technical programs provide a quality

post-secondary education path for non-traditional students by preparing them for various industries and retail employment through the Welding, Air Conditioning and Refrigeration, Industrial Maintenance, Graphics Design, and Business Academic programs. The College has the opportunity to continue to work to expand services and support for regional workforce development. One ASPIRE team member offered:

Community Colleges are often the beacon of hope for areas in which they are located. Being so deeply rooted in economic development activities within their region, communities, along with business and industry, rely heavily on Wallace to assist in workforce development, education, and training needs.

### **3. Engagement of Community on College Campus.**

**What existing programs/events/etc. does the college offer that brings the community together on your campus? What new programs/events/activities can the college offer to expand this community engagement?**

The College hosts many programs/events, etc. each year that bring the community to campus. The Arts, Music, and Theatre departments offer performances for the community throughout the year. In previous years, performances have included Piano and Ensemble concerts, *Sister Act*, *Steel Magnolias*, and *Dearly Departed*. The College utilizes national and state grants to assist in bringing cultural experiences to the community with *Sean of the South Songs and Storytelling*, *Gee's Bend*, and *Rick Bragg* to campus. The Health Science Programs host a week long simulation clinic for area 1<sup>st</sup> and 2<sup>nd</sup> graders each year which brings over 1,200 children to campus. In addition, this department hosts Interprofessional Education workshops that engage students from the WCC Associate Degree Nursing program, Troy University Master's of Social Work program, and Alabama College of Osteopathic Medicine (ACOM) on campus. A 50<sup>th</sup> Anniversary of the Associate Degree Nursing (ADN) program was held on



campus for alumni and community members to celebrate the accomplishments of the ADN program. Workforce Development Department hosts a summer program, Kid's College, which also brings elementary students to campus. The Athletic program hosts baseball and softball games on campus. The College President, Linda C. Young hosts legislative luncheons and tours to bring exposure to the College's programs and facilities. Preview Days for area high school students, Counselor Workshops for area high school counselors, Scholar's Bowl, campus tours, and youth leadership tours are hosted by the WCCD Recruiting Department to bring the community to both campuses. In order to expand the opportunities to bring the community to campus, one ASPIRE Team member suggests:

While the traditional open house approach tends to be an all-inclusive generic attempt to bringing the community to campus, a more targeted approach to the same overarching concept might be appropriate and better attended. Think of offering community interest programs, targeted to specific populations – not unlike your community tour program that is done each year.

### **Economic Development**

*The Free Encyclopedia*, on June 18, 2020, states that "Economic development is the process by which the economic well-being and quality of life of a nation, region, or local community are improved according to targeted goals and objectives." As a part of the Alabama Community College System, WCCD has been actively engaged in economic development through both non-credit and short-term workforce development training for business and industry and career and technical education credit programs designed to meet the career training and skill development needs of individuals seeking to find employment in high-demand and high-wage occupations. During the past two decades, however, community colleges across the country have expanded their role in supporting economic development through the creation of

new programs/services such as local economic planning, small-business development, and contract training. As a result, community colleges have the potential to provide even greater support to their respective communities by shifting their focus from training/educating students to also include providing programs and services to meet the specific needs of business and industry thereby providing greater impact to the local economy.

### **1. Supporting Growing Industries.**

**What are the 5 industries slated to grow the fastest in the college’s service area over the next 10 years? Is the college currently supporting these industries, and if so, what will the college need to do to support their expected growth? If not, could the college expand services and training opportunities to those industries and what will that require?**

The five industries slated to grow the fastest in the WCCD service area over the next 10 years include the following:

- |   |     |
|---|-----|
| • Computer Systems Design Services                        | 76% |
| • Offices of all other Miscellaneous Health Practitioners | 65% |
| • Psychiatric and Substance Abuse Hospitals               | 64% |
| • Outpatient Mental Health and Substance Abuse Centers    | 64% |
| • Wholesale Trade Agents and Brokers                      | 62% |

Students interested in pursuing education and training in all five of these industries have options available at WCCD.

The Engineering Graphics program is currently supporting the Computer Systems Design Services industry to a high degree by offering training in Computer-Aided Design (CAD) services. Specifically focusing on the Index Entries for this industry, other coursework and/or training equipment (along with facilities in which to house them) would be required to satisfy the “systems integration design” verbiage outlined by the North American Industry Classification System (NAICS) code as follows:

1. CAD (computer-aided design) systems integration design services. Students are currently being trained for end-user type drawings. For Systems Integration, they will need additional courses in Computer Information Science (CIS) such as systems programming, hardware and software manipulation and compilation. Business management classes would also be needed. Engineering Graphics faculty see this position type as one that would evaluate a company's manufacturing needs as it relates to "working drawing" production, along with evaluation and integration of the company's hardware and software inventories, as well as specify and install appropriate hardware and software in the company's best interest.
2. CAE (computer-aided engineering) systems integration design services. WCCD students are currently being trained in CAD, which is essential for CAE. Additional classes in Applied Engineering Technology such as robotics, Programmable Logic Controllers (PLC) and manufacturing automation, along with CIS and management classes, would be needed as well.
3. CAM (computer-aided manufacturing) systems integration design services. WCCD students are currently being trained in CAD, which is essential for CAM. Additional classes in Applied Engineering Technology such as robotics, (PLC) and manufacturing automation, Computer Numerical Control (CNC) programming and machine shop training, along with CIS and management classes, would be needed as well. Industrial-type training equipment, CNC equipment, and a machine shop training area would be needed as well.

The Business Technologies program and the Computer Information Science program also currently support the Computer Systems Design Services industry. The Business Technologies and Computer Information Science programs offer courses each semester that help prepare students for jobs in the Computer Systems Design field. The classes offered include, but are not limited, to the following courses: *Introduction to Networking Communications, Introduction to Computer Logic and Programming, Software Support, Hardware Support, Network Security, Microcomputer Applications, Business Communications, Word Processing, and Introduction to Business*. Over the next decade, instructors will need to expand partnerships with companies in the service area that are in the Computer Systems Design field to ensure their needs are being met by the College.

Outpatient Mental Health and Substance Abuse Centers, Psychiatric and Substance Abuse Hospitals and Offices of all other Miscellaneous Health Practitioners currently receive active support through the College's health science programs. Independent medical offices provide practicum locations for students in the Medical Assisting AAS program, as well as the program's Phlebotomy STC option. Future support by the College will increase due to the expectation that the number of students completing programs will need to grow in order to meet staffing needs expected in the number of private medical offices. These offices also employ the services of Licensed Practical Nurses, which support the College's efforts to maintain an active stand-alone Practical Nursing curriculum to prepare individuals at this level. Through its support of career pathways for Associate Degree Nursing graduates who are employed as Registered Nurses and seeking to achieve higher collegiate degrees, WCCD is also helping prepare health practitioners who will be establishing practices in these offices.

Psychiatric, mental health, and substance abuse centers are currently utilized as training sites for students in the College's Associate Degree Nursing and Practical Nursing programs, enabling graduates to be knowledgeable in these areas in preparation for patient care in acute care settings and facilities targeting care of patients with these related conditions. In Spring 2021, the College plans to initiate training of students in its Mental Health Technician (MHT) short-certificate offering. This program is specifically designed to meet staffing needs of these offices and includes curriculum components related to psychiatric disorders, mental health, and substance use disorders. Future expansion goals would be to expand this MHT option into an Associate Degree program to increase support of the growing needs for mental health care in our area.

The industry of Wholesale Trade Agents and Brokers is a diverse industry ranging from office and administrative support workers, sales and related workers, and workers in logistics, transportation, and material moving occupations. Current College programs that directly support this industry include Office Administration, Business Administration in the area of marketing, and Manufacturing Skills Standards Council (MSSC). With the increasing need for logistics across many business and industry sectors, the College envisions that program as one for expansion.

## **2. Dealing with Declining Industry.**

**List every program offered for which there is a negative employment (over the next 5 years) and the college's plan to either improve or discontinue those programs.**

According to the State of Workforce Report XIII: Southeast Alabama Works, several sharp-declining occupations (based on year 2016 and projected through 2026) may have an impact on a number of career and technical programs. These occupations include Secretaries and Administrative Assistants, (except Legal, Medical, and Executive); Office Clerks, General; Bookkeeping, Accounting and Auditing, Clerks; Tellers; Data Entry Keyers; Computer Operators; and Structural Metal Fabricators and Fitters.

Programs subject to be impacted include the following:

1. Business Technologies (Accounting Technology, App Development with SWIFT, Business Computer Applications, and Supervisory Management),
2. Computer Information Systems, and
3. Welding Technology.

Of these three, Business Technologies will most likely suffer the greatest negative impact. The program will need to draw heavily on its advisory committee to review the

currently offered concentrations/options in light of the expected decline in available jobs for graduates to determine the future for continued training. Based on advisory committee recommendations, the College may need to revamp programs to meet industry needs and offer graduates viable employment opportunities. Those programs may, however, need to be phased out in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements. The College will focus on “credentials that matter.” As stated by Alabama Commission on Higher Education Executive Director Dr. Jim Purcell, “It’s not only about the production of any degree. It’s about the production of the right degrees.”

While the Computer Information Systems and Welding Technology programs occasionally place graduates in one or more of the declining industry categories, both programs serve a vital need in the region and are very diverse in their offerings and training options. Neither of these programs is expected to see any major impact related to decline over the next five years.

### **3. Engagement with Economic Developers.**

**How do you, personally, and your college plan on becoming more engaged with economic development professionals, community leaders and business and industry leaders in the communities you serve? How can the college facilitate existing business and industries to grow and assist in encouraging prospects to locate in your community?**

The College is very active and engaged with the economic development activities in the region. Leadership, faculty, and staff engage with economic development professionals, community leaders, and business and industry leaders through members of our two foundations (Wallace Campus and Sparks Campus) as well as the various instructional program advisory committee members. Membership on each of the foundation boards and the program advisory committees is made up of business and industry professionals who work closely with the College

to ensure that business and industry needs are met. Through outreach from College administration, faculty and staff, as well as foundation and advisory committee members, the College is able to support the continued growth of existing business and industry. The College is also actively engaged with Southeast Alabama Works, the Dothan Area Chamber of Commerce, the Eufaula/Barbour County Chamber, and all other service-area chambers. Dothan Area Chamber President Matt Parker relies greatly on WCCD when he recruits industries and says that “Having Wallace Community College-Dothan in our region is an incredible selling point for us.”

In addition, WCCD engages with local economic developers from regional counties by attending quarterly economic development meetings such as Grow Dothan and Grow Southeast Alabama. The focus of the economic development meetings is to allow regional economic developers an opportunity to collaborate on regional projects and to build or enhance partnerships in order to attract applicable industry sectors to the region. Lastly, WCCD attends annual Economic Development Association of Alabama (EDAA) conferences to stay abreast of state-wide economic development efforts and how these efforts could potentially impact Region 6.

The College plays a crucial role in facilitating opportunities for existing industries to grow and for new industries to locate in the region. College personnel are regularly invited to participate in recruiting meetings, and regional economic developers include tours of the campuses when prospective teams visit. Being mindful of the College’s role in promoting growth in existing industries and bringing in new industries, the College is in the process of adding program-specific videos to our website to provide instant and relevant information to companies interested in the region. In essence, the College subscribes to the following philosophy of community colleges as the drivers of economic development:



It is essential for community college leaders and champions to understand the local economy in which they are a critical player, and to specifically build programs and opportunities for business activity within their respective communities. While more Americans are becoming more educated, knowledge is becoming more specialized, and access to occupations remains unequally distributed. If we hope to ensure that all Americans have a chance at a living wage in a viable community, the answer has to come from the nexus of entrepreneurship education and localized workforce development, and the human capital for the development must be local community colleges. (American Association of Community Colleges)

#### 4. **Additional ED Contributions.**

**Beyond workforce training, how does your college plan to contribute to economic development in your region?**

The College attends weekly, monthly, quarterly and annual meetings, and conferences with the Dothan Area Chamber of Commerce, Eufaula Barbour Chamber of Commerce, Grow Dothan, Grow Southeast Alabama, and the EDAA in order to stay abreast of the ongoing economic development efforts and projects that may impact Region 6. Also, during the meetings and conferences, the College provides updates to the attendees on Academic programs, Health Science programs, Career and Technical Education programs, as well as available Workforce Development training. By providing such updates, the College better informs local economic developers of the programs and training that can be provided by the College. This information and the partnerships provide economic developers a better understanding of what workforce training is available in the region in order to effectively recruit new industry. When applicable, the College attends site selection meetings with local Chambers of Commerce and various state agencies such as Alabama Industrial Development Training (AIDT) and the Alabama Technology Network (ATN). The focus of the meetings is to update potential businesses on the training that is available by the College and how the College works with the various state agencies to develop a competent and skilled workforce to meet their needs. The College is also committed to strengthening its partnerships with organizations that support economic

development activities in the region in an effort to present a cohesive and united system for potential industries.

### **Additional Remarks from Economic Development Team Members:**

In an effort to gather additional information as to how the College might improve its support of economic development in the communities we serve, the ASPIRE 2030 Economic Development team members were asked to describe the strengths, weaknesses, opportunities, and threats they perceive for the College. Those responses, in their own words, are as follows:

- **Strengths**

- Good locations to population centers in Southeast Alabama.
- Awareness of community and business needs at a high level.
- Nursing program.
- Linda Young's leadership.
- Industry Employee Training program.
- WCCD's reputation.
- WCCD is engaged in the community and participates in business functions and activities.
- WCCD leadership and workforce officials are open to suggestions and always willing to listen to business needs.
- WCCD workforce team strives to always be thinking ahead and trying to anticipate future business needs.
- WCCD actively participates in career tech programs.
- Adaptability-program adjustments to meet the demands of the communities and business and industry (B&I).
- Affordability-price points and scholarship programs open a window of opportunity for many disadvantaged people.
- Strong leadership and governance structures. Leaders who stay abreast of current changes in labor market and work to offer new programs based on the needs of the B&I community.
- Community leadership that builds quality relationships with community B&I leaders.
- WCCD leadership and staff are fully engaged in the region and communities they serve. Their presence and involvement are evident in community events, education and workforce development.

- **Weaknesses**

- Student interest in technical degrees/coursework that serves to benefit the student for a future in technology field or engineering.
- Lack of students in Eufaula area interested in technology.

- Lack of a broad understanding among parents, students and B&I as to the training capability of college programs.
  - It's great that WCCD administration is active on Twitter, but the WCCD recruiter account only has 140 followers. That needs to be better.
  - Would encourage WCCD to be just as active on Facebook as that is where most folks in our community get their news.
  - WCCD marketing department is slow to produce marketing pieces.
  - WCCD needs a downtown location-especially with the planned arts initiative in downtown Dothan. Missing a great opportunity to further connect with community and adults.
  - Monthly digital WCCD newsletter would be helpful for community leaders.
  - Need to be proactive in customer service.
- **Opportunities**
    - Align with businesses and organizations to help keep talented students in the local area.
    - Actively recruit for dual enrollment students from local high schools (focus on technology).
    - With the pandemic, I can't help but think there will be a greater opportunity to offer core classes for the four year universities.
    - Growth of the technical degree programs.
    - Continuing to adapt to online instruction is critical in today's changing society.
    - WCCD has a unique opportunity to plug into the arts initiative and potentially improve that aspect of the College's portfolio.
    - Other community colleges in the area are marketing more effectively.
    - Leadership programs that develop student's sense of community connection (e.g., community orientation, basic leadership, leading from the middle, teamwork, and employer/employee engagement).
    - Synchronization with local high school CTE programs to ensure our "systems" are producing the best ready and trained graduates possible.
- **Threats**
    - Lack of students on the Eufaula campus.
    - Funding opportunities.
    - No immediate threats identified, but physical location of the College will continue to hinder growth.
    - At some point, the name of the College will get caught up in the political discussion.
    - High school counselors often encouraging every student to pursue a four-year degree, regardless of desire or financial ability.
    - Perception of parents that every student needs a four-year degree.
    - The "unknown" regarding student aid funding, enrollment, human capital and program funding in the midst of and resulting from COVID-19.

- Threats really come from State leadership and direction. I feel a lot of the times the State leadership does not allocate resources in the best and most sustainable way to effectively serve the respective regions of the college. It is hard to maintain and sustain programs, and it undercuts existing programs already established when new programs are opened in close proximity. While we want all the community colleges to flourish, there needs to be more thought put into duplicating programs and sustainability issues moving forward. Each campus can carve out a niche and provide more diversity and strengthen the overall workforce development efforts of the region.
- Health programs need clinical core site partners to be successful. Competition between clinical core sites is increasing which could impact medical education programs for Wallace and other schools.

The College will share this information with our stakeholders as our role in economic development continues to grow and evolve.

### **Workforce Development**

According to Rhonda Tracy author of *How Community Colleges Support the Local Workforce*, “Given the climate today- -economically, politically, and educationally- -the interest in how colleges are meeting the needs of the workforce has never been greater.” She goes on to write that “The ability and relevancy of higher education to prepare the future workforce is being examined by legislators, business and industry, employers, funders, and the general public. Some have questioned whether higher education feels a sense of urgency to serve as matchmaker between education and jobs.” Now more than ever, WCCD must address this question and prove what we know is true: WCCD is the best vehicle for strengthening our regional workforce, and the College must do our part to move the region and state forward.

#### **1. Advisory Committees.**

**Which of your CTE programs has the strongest, most active business and industry participation in its advisory committee, and how has this been achieved? What will the college do to extend these best practices to all programs?**

The non-health science program CTE advisory committees with the strongest and most active business and industry participation include Air Conditioning and Refrigeration, Applied Engineering Technology, Criminal Justice, Electrical Technology and Welding Technology. Faculty in these programs work diligently to recruit committee members who have a sincere interest in the programs and their success. Faculty also stay in touch with committee members through emails, phone calls, and personal visits to ensure that they remain engaged with the programs. In some cases, advisory committee members are former graduates from the program who have advanced in their respective positions and now are in a position to recommend or make final decisions regarding new hires.

Each of the College's eight health programs has a strong and active advisory committee comprised of professionals representing area healthcare facilities, educational institutions, and the community. Sustained achievement in support from this area comes from long-standing relationship building that occurs before, while, and after students are gaining hands-on experiences during clinical experiences required in program curricula. Since the majority of the local workforce in the healthcare arena are products of the health science programs at WCCD, healthcare facilities have a vested interest in helping our programs produce highly skilled and well-trained graduates. Being able to provide input into student preparation is an important incentive for industry participation. In addition, because equipment utilization in healthcare is constantly improving and being developed, having first-hand knowledge of available equipment for critical training is vital to both the College and the healthcare facilities. As additional incentive for active advisory committee participation, all health programs hold external accreditation through professional bodies. The standards of compliance for each notes the

benefit and requirement for advisory committees, thus supporting the activity of the College's committees.

Composition of all program advisory committees is comprised of representatives of area healthcare facilities which offer training opportunities to students. For some programs, this increases the needs for larger representation in membership and for others, numbers are kept at an average limit. Membership varies each year as individuals rotate on and off committees and as facilities choose individuals to represent their needs.

Identifying the most active advisory committees overall proved to be a difficult task as the College has very active advisory committees. Based upon consistent attendance and activity, the Emergency Medical Services, Respiratory Therapist, Practical Nursing, and Associate Degree Nursing programs are the most active. Each of these programs is experiencing a need for additional graduates to join the area workforce, and local facilities are willing to assist with program operations to enhance graduates in workforce preparation. The College continues to strengthen and expand advisory committees as necessary. In 2021, the College will add program options for a Mental Health Technician, which will also be represented by an advisory committee.

To assure strong advisory committees continue, faculty are encouraged to monitor advisory member participation and to seek new members to replace those that express limited interest in active participation. Further, faculty members with strong and active advisory committees serve as best practice models and will continue to assist faculty who have advisory committee members with lower participation rates.

## **2. Assessing Workforce Needs.**

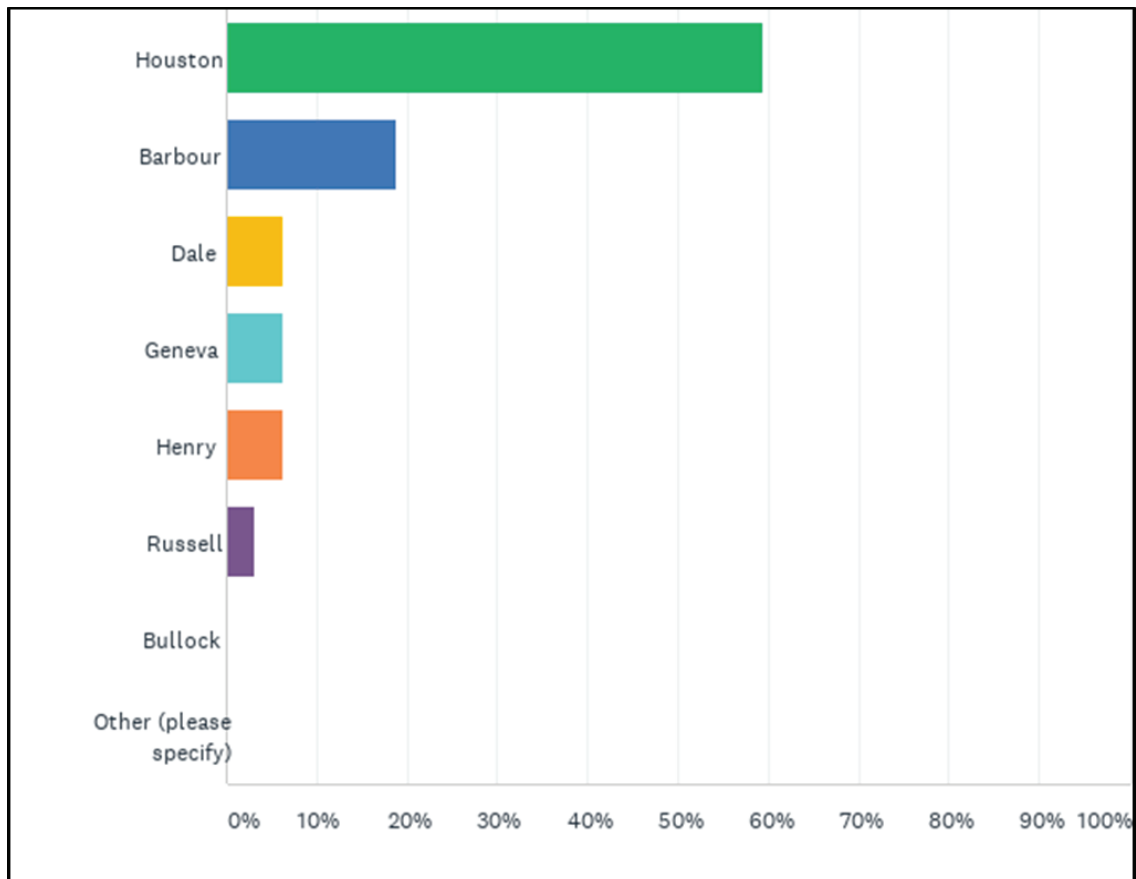
**Does the college effectively assess the workforce needs of local employers (workforce availability, lack of skills of current workforce, talent pipeline, etc.)? If so, describe the strategies that are used to assess their needs. If not, tell what the college must do to improve.**

The College actively engages with local employers to assess their needs. For example, the College recently completed a *Comprehensive Local Needs Assessment* as a part of the Perkins V grant application process. Program advisory committee members also work closely with the College to ensure that the College is informed of the workforce needs of local employers. In addition, the Workforce Development division attends quarterly Workforce Summits hosted by Southeast Alabama Works in order to engage with local/regional business leaders and to provide an update on the College's efforts to meet region's workforce needs. Further, the College attends local Workforce Cluster meetings such as the Distribution Cluster, the Healthcare Cluster, and the Manufacturing Cluster. These cluster meetings provide regional businesses in a particular cluster an opportunity to engage with the College and to provide specific details on their workforce needs, which allows the College to determine if the specific workforce needs should be met by the credit or non-credit division. Additional short certificates, certificates, Associate Degree options, or customized training for existing employees are then developed to meet the regional workforce needs.

Another strategy the Colleges uses to assess needs is through the surveying process. In September 2020, a survey was sent to regional workforce partners. Employers in six service-area counties responded. The following graph shows the counties where respondents' companies have their primary facilities and operations.



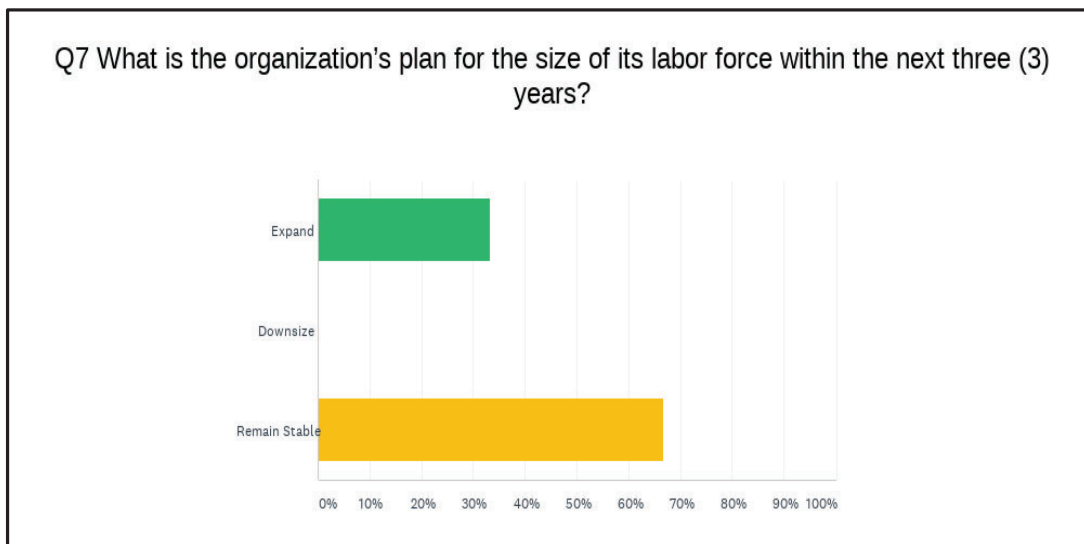
Figure 1: Location of Responding Companies



The top three industry chosen sectors include Health Care and Social Assistance at 16.22%; Educational Services at 13.51%; and Professional, Scientific, and Technical Services at 10.81%.

The information in Figure 2 is good news for the College's area workforce partners in terms of plans for its labor force size within the next three (3) years. As reflected in Figure 2, 66.67% plan to remain stable and 33.33% plan to expand. Finally, zero respondents indicated they plan to downsize.

Figure 2: Plans for the Size of Labor within the Next Three (3) Years



The results illustrated in Figure 2 are encouraging in the COVID-19 pandemic times and reflect the companies' economic outlook for the next three years. With this noted, WCCD will play a large part in assisting these employers provide essential training and education services to help the companies grow a competitive and productive workforce.

The Workforce Development division (WFD) also contacts area businesses to discuss their immediate workforce needs for existing employees. If a skills gap is identified, the WFD will develop customized training to close the existing employees' skills gaps and will attempt to offset the cost of the training for the business through any available grant programs. The College completes various state and federal grant applications such as Existing Industry Training Program (EITP) and Incumbent Workers Training Program (IWTP) to cover the cost of materials and supplies as well as instructor costs.

**3. Work-Based Learning. What is the college's plan for expanding opportunities for students to participate in work-based learning and how will the plan help support local business and industry with a skilled workforce?**

Work-based learning has been a key initiative of the College since the 2019 fall term. Currently, all career and technical programs include at least one required apprenticeship, clinical experience, co-op, internship, or practicum course to ensure that students have a meaningful experience in work-based learning prior to graduation.

The College is also actively working to establish Registered Apprenticeship programs with business and industry throughout our service area. On May 4, 2020, WCCD received approval from the Alabama Office of Apprenticeship and the U.S. Department of Labor to establish itself as a registered apprenticeship sponsor. To alleviate the administrative burden, WCCD will operate as the sponsor responsible for working with the Alabama Office of Apprenticeship, completing the majority of the paperwork, tracking student enrollment, and student progress, building competencies based on business and industry input, and acting as a conduit for resources to assist with funding the related technical instruction (RTI) and on-the-job training (OJT) portions when applicable. With WCCD's sponsoring registered apprenticeships, a consortium of companies can participate in an apprenticeship program by either enrolling their existing employees or interviewing/hiring new apprentices identified by the College.

Utilizing Federal and State funding resources, WCCD hopes to provide these apprenticeship programs to businesses at reduced costs. This can be accomplished through the use of wage reimbursement programs, Pell Grants, WIOA Individual Training Accounts, GI Bill, and many other funding sources provided by a host of partner agencies. It will be the responsibility of WCCD to identify those resources when developing the apprenticeship program. In sum, the College is actively working to establish Pre-Apprenticeship and Registered Apprenticeship programs with business and industry throughout our service area.

Based on communication with local business and industry leaders and labor market information, the College chose to create its first apprenticeship program in Industrial Maintenance Mechanics supported by the Applied Engineering Technology curriculum. Students will receive related technical instruction on both campuses while learning applicable hands-on skills at partner companies willing to provide paid on-the-job training. Interviewed and selected students will start employment at a minimum percentage of the company's journey-worker wage and receive wage increases as competencies are mastered. WCCD chose the competency-based model which is designed to be completed in two years or less. Upon successful completion, students will earn a national apprenticeship certification, multiple industry-recognized credentials, and be positioned for career growth within their field of study.

The first company to collaborate with WCCD is Wayne Farms – Dothan. Through a formal agreement, Wayne Farms will offer on-the-job training for up to 15 current or future WCCD students enrolled in the Applied Engineering Technology program. The company will work with the students' class schedules and assign experienced and knowledgeable employees to teach the practical skills needed to be successful in the industry. Applications for the apprenticeship program became available in September 2020. The entry-level wage will begin at \$14.00/hour with the potential to earn up to \$22.00/hour or higher upon mastery of all competencies.

To further the opportunities for WCCD's current and future students, meetings are being scheduled with regional companies who employ Industrial Maintenance Mechanics. For example, conversations with Sysco in Geneva have occurred regarding the development of an agreement to upskill one of their current employees through the registered apprenticeship program. The OJT may begin prior to the RTI or the employer may wait to enter into an

agreement prior to Spring 2020 semester to deliver the RTI and OJT concurrently. Follow-up is forthcoming.

WCCD is also working with Tyson Foods in Baker Hill to address its need for Industrial Maintenance Mechanics. The company will be encouraged to enter into an agreement with WCCD using the already approved Registered Apprenticeship program. Current employees who show aptitude in mechanical skills may enroll in the program to receive training and earn industry recognized credentials. The company may also choose to select current or future WCCD students who enroll in the Applied Engineering Technology program as apprentices hired to perform their OJT at Tyson.

In addition to sponsoring registered apprenticeships, WCCD is also collaborating with Troy University and the Alabama Early Childhood Education Department to provide RTI as part of a new partnership. The Alabama Early Childhood Education Department will act as the sponsor while WCCD and Troy University will provide the RTI. This partnership will enhance the current Memorandum Of Understanding (MOU) between the two colleges by allowing WCCD students to earn an Associate in Science in Child Development with credits articulating into Troy University's Bachelor of Science Early Childhood Education degree. While enrolled at WCCD and Troy, students will be selected to participate in a competency-based registered apprenticeship. Related technical instruction will start at WCCD and complete at Troy while the OJT will occur at the Coleman Center for Early Learning and Family Enrichment. Additional sites will be selected to offer OJT to students as the program develops.

As WCCD implements the "new normal" for instruction and work-based learning opportunities, the Business and Industry Coordinator will continue outreach to introduce local companies to WCCD's Registered Apprenticeship status and career technical education

programs to support their workforce needs. Through research of job announcements, involvement with the Wiregrass Human Resources Management Association, and direction from Southeast Alabama Works regional workforce council, strategic campaigns will be designed to encourage more participation from local companies. WCCD is also working with the regional workforce councils and WIOA staff from the bordering counties of Florida and Georgia to increase opportunities to offer apprenticeship training in their states as well.

#### **4. Workforce Development Hub.**

**Does the college serve as the central hub for regional workforce development activities, and if not, what steps can the college take to become that hub?**

Based on feedback from various WCCD workforce development partners, the College serves as one of several critical components that make up the hub of workforce development in Region 6. The September 2020 survey asked the respondents about their perception of the College as related to six statements. Through the respondents' answers, the workforce partners showed that their perception of the College is very positive.

Table 16 reveals that 93.11% of the respondents indicated that their "perception of the College's contribution to advancing the labor force in our communities" is either "High" or "Moderate." The next question asked "What is your perception of College facilities such as buildings, parking lots, roads, and drainage?" To this statement, 93.10% provided a rating of either "High" or "Moderate."

The respondents rated the College no lower than 86.21%, or "High" or "Moderate," on all six statements.

Table 16: Survey Questions and Responses

	HIGH	MODERATE	NEUTRAL	LOW	TOTAL	WEIGHTED AVERAGE
What is your perception of the College's contribution to advancing the labor force in our communities?	68.97% 20	24.14% 7	6.90% 2	0.00% 0	29	3.62
What is your perception of College facilities such as buildings, parking lots, roads, and drainage?	55.17% 16	37.93% 11	6.90% 2	0.00% 0	29	3.48
What is your perception of the College's name?	60.71% 17	28.57% 8	3.57% 1	7.14% 2	28	3.43
What is your perception of the College's support of area service projects/events?	57.14% 16	25.00% 7	10.71% 3	7.14% 2	28	3.32
What is your perception of how well the College tells our story to area employers, K-12 students and parents, and elected officials?	44.83% 13	41.38% 12	6.90% 2	6.90% 2	29	3.24
What is your perception of how well public College events are promoted to the community (for example, theatre, arts, continuing education classes, etc.)?	41.38% 12	44.83% 13	3.45% 1	10.34% 3	29	3.17

To maintain its position and grow stronger, the College must take advantage of all the available feedback and tools necessary to remain a strong partner “at the table” with other



workforce development providers and supporters. One step the College must take is that of maintaining strong and active program advisory committees. Advisory committees act as a conduit of ideas and communicate the needs of business/industry to the leadership and administration of the College. Advisory committees are a vital tool in a successful partnership. In addition, the Workforce Development division must continue to participate in local/regional economic development and workforce development meetings to maintain strong partnerships with local business and industry. Understanding the broad spectrum of workforce needs will allow the College to request grant funding that provides substantial funding to develop training for area businesses.

Because of strong partnerships with the CTE division and WFD division, the College is strategically positioned to be flexible and responsive to area workforce needs. This is accomplished by sharing various resources such as equipment, lab spaces, classroom space, and instructors. This sharing allows the College to meet many of the workforce needs in the community and shows a huge return on investment (ROI) for grant funds that are awarded to the College for workforce training.

**Additional Remarks from Workforce Development Team Members:**

In an effort to gather additional information as to how the College might improve its support of workforce development in the communities we serve, the ASPIRE 2030 Economic Development team members were asked to describe the strengths, weaknesses, opportunities, and threats they perceive for the College. Those responses, in their own words, are as follows:

- **Strengths:**
  - Good instructor base.
  - Reputation of being receptive and responsive to workforce needs of the region.

- Adaptability to the requests and demands of employers to develop programs that funnel workforce within the region.
  - From my experience working with Joe and Ann, the College is adjusting curriculum based upon the workforce needs which is a substantial strength.
  - Positive reputation within the area school systems, communities and area businesses.
  - Positive experience with those who interact with College staff.
  - Proactive partnerships with health care organizations, agencies, and corporations.
  - Past performance of responsiveness and delivery of students ready for the workforce.
  - Friendly and safe campus.
  - Offers a variety of 2-year degree programs and certifications to meet the workforce development needs in our geographic area.
  - Health Science programs and degrees (Respiratory Therapy, Nursing, PTA, and Medical Coding, etc.).
  - The students graduating with health science degrees are well prepared.
  - Affordability and accessibility.
- **Weaknesses:**
    - Electronics/electrical background courses. With electronics and system integration, more courses, attention, and hours, towards the electrical side would be extremely helpful.
    - Specific to the nursing program, we must enroll more local students in the program if we are going to have the ability to retain them in the region. This may be true in other programs as well.
    - The inability to expand programs (especially healthcare) enrollment to meet regional workforce deficit due to limitations of instructors and clinical site availability.
    - The number of nursing students produced at Wallace and other schools in the region is not meeting the demand. This is a regional and national issue with a local impact.
    - The nursing school's effort to improve outcomes and pass rates by making entrance highly competitive excludes local students. Nursing students from other areas are outperforming local students on entrance exams. Therefore, classes are filled with more out-of-state students who return to their home communities upon graduation. Since fewer local students are graduating from this program, it is not meeting our future needs.
    - Faculty relationships. We serve as a clinical rotation site for many health science programs at Wallace and many other schools. More could be done to nurture and improve this relationship in certain disciplines.
- **Opportunities:**
    - Getting students to enroll, attend and want to stay to learn and move forward.

- Continue to evaluate virtual education/training opportunities in all curricula to recruit and retain students of all generations.
  - Our workforce and society is accustomed to immediate information, very little patience. If it's possible to shorten the time to establish a new program and provide students with required information, it's probably worth experimenting with.
  - Growth potential to meet demands for graduates (especially healthcare) working in conjunction with area businesses.
  - Continued development of positive relationships/partnerships between community college and universities.
  - Continued development of community/business partnerships with the College.
  - Partnerships with local healthcare organizations to advance/promote interest to pursue a healthcare degree.
  - Partner with area hospitals to open up additional clinical opportunities to include all shifts within organizations.
  - Healthcare is the number one industry in our region. It is our perception that there is an opportunity to access to continue to grow and help meet future workforce needs.
- **Threats:**
    - Other community colleges developing these strategies ahead of us.
    - Funding for current and future programs is always a threat.
    - A threat to any college, no matter the size, is cost to the student.
    - The length/time it takes to establish certification, degree, etc.
    - Competition with regional and state institutions of higher learning, rising costs of education, and interest in pursuing healthcare degrees.
    - State budget crisis (Governmental funding).
    - Societal and student perception of education as solely a means to a high paying job.
    - Health programs need clinical core site partners to be successful. Competition between clinical core sites is increasing which could impact medical education programs for Wallace and other schools.

## **Adult Education**

WCCD Adult Education (AE) Department is located in Region 23, the southeast corner of the state of Alabama, and includes Barbour, Henry, and Houston Counties, as well as half of Bullock and Dale Counties. According to the U.S. Census 2010 estimates, the population of the area is 176,890, and there are at least 27,885 individuals ages 25 and older who do not have a minimum of a high school diploma. The AE Department provides year-round adult education

services for out-of-school persons who are beyond the age of compulsory school attendance and who function at less than a secondary completion level or are unable to speak, read or write the English language. WCCD's AE staff is dedicated to serving the community and preparing adults for a better future, especially individuals in the community who are most in need of literacy services, including special populations. Currently, the majority of our classes and the majority of our students are in low-income African American neighborhoods and/or public housing areas. Enrollment includes single parents, displaced homemakers, individuals with disabilities, out-of-school youth, welfare recipients, and dislocated workers. The mission of the AE department mirrors that of the Alabama Community College System—to assist adults to achieve the following:

- Become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- Obtain the educational skills necessary to become full partners in the educational development of their children;
- Complete secondary school or complete the equivalent of a secondary school education.

In addition, the AE department works closely with local career centers and workforce development programs to ensure learners are provided with soft skills training that aligns with 21<sup>st</sup> Century workforce skills.

#### **1. Adult Education Programs in College's Service Area.**

**If your college has no AE program, then explain why and how the adult population without a high school diploma in your service area is being provided the educational services needed to obtain a high school diploma or GED. Discuss the effectiveness of those services in meeting the needs of your service area thus far. Do not answer questions 2-6. If your college does have an AE program, then skip this question and answer questions 2-6.**

“NA”

## **2. Barriers to AE Program Improvement.**

**What barriers exist in improving the enrollment and academic performance of your adult education program, and what are your plans for overcoming those barriers in the future?**

Examination of training programs that have been successful in removing many of the barriers to participation in training and academic performance, especially for adults in a career transition, indicates that successful programs are likely to involve collaboration or partnership among business, education, organized labor, and community agencies; offer flexible curricula and scheduling; offer supportive services; combine modes of instruction; offer remedial instruction; encourage peer support groups; gear programs to the wants and needs of those being served; and provide training for emerging, high-demand jobs or careers.

WCCD's Adult Education program has faced some enrollment and academic performance challenges in the last few months due to COVID-19, but has remained steady in its resolve to provide students with a quality learning product, whether it be through a face-to-face, virtual, and/or a hybrid learning model. The College has pursued avenues that have created a strong, positive brand recognition, making it a valued and trusted community partner. The AE department has been able to build upon the groundwork established by the College to create collaborative partnerships with local agency providers, whose clientele is often shared.

Mrs. Belinda Mitchell, from the Alfred Saliba Family Services Center, believes the AE Department's strengths include the following:

- "The program and materials are free."
- "The teachers that I have had the opportunity to work with have been phenomenal. Their devotion to the students is evident."

Additionally, State Representative Paul Lee, 86<sup>th</sup> District and Wiregrass Rehabilitation Center (WRC) Executive Director, echoes the sentiment and also states the following:

- “The communication between the AE program and our program is great!”
- “The AE program has done a great job with being flexible.”

Regarding the barriers that exist to improving the enrollment and academic performance of the College’s Adult Education program, there are four areas that are of most concern, not just to the program itself, but to our community partners. Those barriers include (1) lack of public transportation; (2) lack of child-care services; and (3) little to no awareness of adult education services by the general public; and (4) inadequate funding for key personnel.

The lack of transportation for adult education students is perhaps the biggest barrier to program enrollment and completion numbers. Often a student is able to get to class but does not have the means to get back home, causing the student to see completing the program as too hard—eventually leading the student to discontinue classes. Specifically, ASPIRE team members saw this barrier as the most significant and the one barrier that the Adult Education program has the least ability to impact. However, team member Dr. Demetriss Locke, Director of Student Support Services, shared the following solution:

“The adult education department should hire a social worker to collaborate with local agencies to address some of the issues that prevent students from taking advantage of all of the programs offered in the department.”

The College’s leadership and administrative teams are fully aware of the lack of public transportation in the local area and have been exploring transportation funding options with city and county elected officials for the last several months to eliminate this barrier.

ASPIRE team members expressed a growing concern that due to COVID-19, many schools are providing virtual classes instead of face-to-face classes, leaving parents no other option but to stay home to supervise their children, thus further impacting the enrollment and completion rates of the adult education program. Students who are financially stable enough to enroll their children into daycare find that many of the local daycare facilities are at capacity due

to COVID-19 social distancing guidelines, have waiting lists, and only offer services during the day. Members suggested the following solution:

- The College should consider offering daycare services at both campus locations for students through partnerships with local childcare agencies.

Another barrier presented by ASPIRE team members is the perception that there is a lack of awareness within the community of adult education services. In an effort to increase the public's awareness of the services provided by the Adult Education program, over the past three years, the program's director has steadily increased funding allocated for digital and outdoor marketing, and has created FACEBOOK and Twitter Social Media accounts. This past year, the program added radio advertisement to inform listeners of AE services available to Barbour County—a service area whose number of individuals without a high school credential is high. Additionally, the program director revamped its AE brochure to provide updated information and to create a more consistent visual branding across all marketing platforms. ASPIRE team members suggested the following to increase awareness among the public and community stakeholders:

Wallace Community College should advertise the Adult Education program in the community on a more consistent basis. Many students had no idea that the Alfred Saliba Family Services Center offered GED classes, which are more convenient for them due to lack of transportation. Increasing awareness of the GED classes held at the Saliba Center would serve WCCD well. Students who attend the Saliba Center are eligible for a multiplicity of services for themselves and their families, thus increasing their chances for completion and success. The Adult Education program should also advertise their services through Pandora, iHeart radio, and local news phone apps.

Dedicated staff and faculty members are the foundation of any high-performing academic program. It is the collective efforts of all involved that determine whether the academic performance of a College's program meets and/or exceeds evaluation rubrics. Adult Education is no exception; therefore, it is important that AE receives the necessary funding to manage the

academic, technical, and job labor market demands placed on the program by the different government agencies. The factors that impact the program greatly are the inability of the program to hire full-time instructors and to retain quality instructors, administrators, and staff members.

The ever-changing labor market demands require the need for specialized training of staff members to ensure the program meets specific state and national goals. However, the wages for those salaried positions often do not reflect the specialized training acquired by the staff member, nor the tremendous and varied workload required of the position. Retention of these passionate administrators and staff members is made difficult when positions doing the same type of work become available elsewhere—the only difference is the salary elsewhere is higher. In addition, the retention of highly skilled and dedicated instructors is made difficult because there are no full-time teaching positions. Adult Education teachers are leaving the program in high numbers due to the desire of wanting and needing full-time work. Ideally, the benefits full-time teachers would bring to the AE program is unmatched. Full-time teachers would have the time to adequately prepare quality lessons that not only engage students, but would also provide great academic measurable skill gains and outcomes.

## **2. Technology/Distance Learning Challenges**

**What have been the technology and distance learning gaps (from the perspective of students, staff, equipment, and financial resources) for adult education that you have found since COVID-19 and how are you correcting those moving forward to complement and improve the quality of training in Adult Education?**

COVID-19, brought several program inefficiencies to the forefront as program administrators and support staff scrambled to find a way to engage students effectively while operating and providing adult education services remotely. While many of our students have basic computer skills, the lack of technology-based resources in the home was evident. In



addition, students who were utilizing community-based resources such as libraries and school computer labs pre-COVID 19, no longer had access to these resources when the pandemic forced these entities to close their doors. The ensuing result was the need to look at how to deploy technology resources, train instructors on the use of technology and how to create distance learning lessons that effectively engage the learner (while targeting those students with low levels of literacy and those with learning disabilities).

The ACCS Office responded to the challenge to provide instruction virtually and provided the AE programs a plan for issuing its technology devices to students through the creation of an equipment loan agreement on May 27, 2020. The agreement provided legal guidance and support allowing the AE program to issue Chromebooks and laptops to students without technology in the home. The agreement allowed the program to continue providing a varied learning option for students, which is evidenced by the many online platforms utilized for student engagement and learning. The WCCD AE program's educational program is founded in research and effective practice and fully integrates the following online platforms: GED Online, GED Ready Offline (for correctional students), Rosetta Stone, Test of Adult Basic Education (TABE) Tutor, Burlington English, Essential Education, Google Classroom, Canvas Classroom, Khan Academy, and Northstar Digital Literacy platforms to implement virtual learning. These programs include instruction targeted for TABE success.

Although the program operates many of its classes in buildings and in classrooms that are technologically advanced with Internet access, site-to-site conferencing capabilities, Smartboards, Chromebooks, and laptops, instructors lack the necessary training to implement the devices to fidelity in engaging the adult education learner. Although this program has provided instructors professional development (PD) opportunities that target technology usage, COVID-19

has taught us that there needs to be more targeted professional development in the use of technology at the lowest level and targeted PD in the use of technology to teach and engage learners. Because of the ever-changing face of technology, Adult Education programs should be provided additional funding that is tied to the acquisition of digital literacy skills pertaining to instruction in a digitally rich environment.

The following tables provide technology gaps identified by students and staff and the financial resources needed to address the gaps.

Table 17:

<b>GAPS</b>			
<i><b>Perspective of Students</b></i>	<i><b>Staff</b></i>	<i><b>Equipment</b></i>	<i><b>Financial Resources</b></i>
<ul style="list-style-type: none"> <li>• Device accessibility.</li> <li>• Access to internet.</li> <li>• Online testing.</li> <li>• Flexible online courses.</li> <li>• Online orientation options.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet access in rural area.</li> <li>• Training for online instruction.</li> <li>• Communication with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet router/ access.</li> <li>• Additional mobile devices (i.e. laptops, Chromebooks, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• The approval time to acquire said equipment is quite long.</li> <li>• Perhaps there should be some type of emergency funding in place to allow a quick purchase of needed technology resources due to situations of this kind.</li> </ul>

IMPROVEMENTS / CORRECTIONS			
<i>Perspective of Students</i>	<i>Staff</i>	<i>Equipment</i>	<i>Financial Resources</i>
<ul style="list-style-type: none"> <li>• Deploy a check-out system for devices.</li> <li>• Purchase internet routers/ hotspots for checkout.</li> <li>• Provide a mode to proctor tests online.</li> <li>• Provide a Hybrid option for all students using Canvas LMS.</li> <li>• Provide a self-enrollment option for online orientation.</li> <li>• Need more offline curriculum options for correctional facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase internet routers/ hotspots for checkout.</li> <li>• Provide more in-depth virtual training for online instruction.</li> <li>• Communicate with students using Google voice, Remind 101, etc.</li> <li>• Require all instructors to create and publish their own Hybrid/ online course for students to have access to and enroll.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide multiple Internet router/ devices to check out to instructors and students.</li> <li>• Provide more offline curriculum options for correctional facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Research technology grant funding opportunities.</li> </ul>

#### 4. Transitioning AE Students to For-Credit Programs

**Describe the steps that you have taken to incorporate adult education into your strategies for increasing college enrollment, particularly with Career Pathways. Discuss how the college has been or will be using adult education staff to contextualize academic instruction to support the technical or academic path to sustainable employment for Adult Education students.**

The Adult Education Program's Career Coach utilizes the repeated exposure and awareness model to increase interest towards college enrollment. The Career Coach provides

students with career exploration and career counseling activities, assists students in applying for admission and financial aid, and conducts workshops to prepare students for basic workplace skills. These workshops include the following:

- Job application assistance
- Resume preparation
- Job interviewing practice
- Time management
- Workplace etiquette
- PowerPoints on the following topics: Healthy Lifestyles, Mental Wellness, Coping with Depression, All About Stress, Parenting Tips, Toxic Relationships, Strategies for Finding Scholarships, etc.

Additionally, the Career Coach coordinates with AE instructors to provide in-class presentations on career interest inventory/assessment and exploration activities as well as one-on-one counseling opportunities primarily for those students who are near achieving a GED. Likewise, the Career Coach facilitates campus tours and serves as a liaison between the AE program participants and the College's admissions, financial aid, and instructional staff. Furthermore, introductory career exploration to other AE participants is provided through class presentations in an effort to motivate them to remain in the program and to establish career goals. The Career Coach also arranges for community partners to visit each class location to discuss their resources and how students can apply for them.

In an effort to support sustainable employment through technical and/or academic paths, program staff members refer eligible students to the College's Ready-to-Work Program, to the Dothan Area Career Center, to WRC, Inc. (the area's rehabilitation center), and to various job fairs, which are sponsored by local agencies.

To ascertain the benefits of the services provided to students, the Career Coach utilizes survey instruments to evaluate the workshops and career exploration activities. Evaluation

results are used to improve the transition to postsecondary education/occupational training programs. The AE program utilizes data obtained through student reporting and data-matching information from the National Clearinghouse to monitor the effectiveness of GED recipients' transition to postsecondary education and the workforce and uses the data to make improvements to the program.

## 5. IET and Career Pathways

**Describe how you have incorporated or plan to incorporate Adult Education services into integrated Education and Training (IET) models to prepare skilled workforce, and indicate whether or not your college dedicates/assigns a Career Pathways coach or college recruiter to the adult education program.**

The Adult Education department incorporates the three tiers of the Integrated Education and Training (IET) model by:

- Addressing core educational strategies,
- Providing guidance for and assistance with career interests and aptitudes and strengthening overall workforce preparation, and
- Developing workforce training opportunities and career pathways utilizing the Career Pathways Coordinator, WIOA partners, and local employers.

*The 3 Tiers of the IET model are incorporated as follows:*

Tier I Adult Education & Literacy programs, activities, and services include the following: (a) adult education, (b) literacy, (c) English language acquisition activities and integrated English literacy and civics education, and (d) family literacy activities. Programs are designed to be delivered in traditional and virtual settings. This flexible delivery structure allows instruction to continue when common and unprecedented barriers challenge the traditional in-person setting. This structure also educates and/or reinforces the skill of adaptability, which is a vital soft skill when pursuing both personal, educational and professional goals. The introduction and utilization of the Canvas Hybrid system enables instructors to create and update

virtual classrooms that can be accessed remotely. The system propels both instructor and learner to gain proficiency in 21<sup>st</sup> Century technologies. The transferable skills of adaptability and appropriate use of technology prepares the adult learner to remain professionally relevant when pursuing career advancement. Adult Education services are offered on campus as well as local One-Stop Career Centers, local community centers, public libraries, and youth and adult correctional facilities. Classes are strategically located throughout multiple counties and offered in the day and evening.

Tier II Workforce Preparation activities, programs, and services are designed to help the adult learner acquire a combination of hard and soft skills necessary for success in the workplace. These skills include the following:

- basic academic knowledge,
- critical thinking,
- digital literacy,
- financial literacy, and
- self-management skills, including competencies in:
  - a) utilizing resources,
  - b) using information,
  - c) working with others,
  - d) understanding systems,
  - e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
  - f) job searching, resume writing, interviewing and other employability skills.

The Adult Education program has a full time Career Coach and a full-time Career Pathways Coordinator who research, educate, and present information regarding common and emerging workforce practices. (See Attachment O, p. 182: Adult Education Data Sources). WIOA partners are frequently invited to present at Adult Education workshops where they provide context and validation of skills that are required in the workforce. For example, guest speakers illustrate the practical use of hard and soft skills at work by describing how employers

may view a job interview to predict future job performance or how employees who demonstrate self- management and technical ability are considered in high demand in all industries.

Workforce preparation instruction also includes information regarding available support services and funding for postsecondary or vocational training pursuits. WIOA partners such as One-Stop Career Centers and Vocational Rehabilitation Centers offer valuable information on their spectrum of programs, and in some instances, are the service provider for many of the workforce training programs discussed in the next section.

Tier III Workforce Training activities for the Adult Education department include work-based learning, apprenticeships, on-the-job training, and short and long- term vocational training. These programs align with the career pathways model and are designed to allow the adult learner to utilize workplace training, attain a nationally recognized credential, and ultimately obtain gainful employment in a compatible career path. Adult Education staff encourage participants to plan the “next step” forward into a viable career before completing their educational goals, thereby taking full advantage of academic momentum.

WIOA Work-Based Learning (WBL) opportunities offer temporary employment to participants who meet Out-of-School Youth (OSY) eligibility criteria. Participants complete a 13 week/390 hour paid internship in a safe and supervised business setting with the goal of gaining general work experience or targeted work experience in a compatible industry. A financial literacy component is embedded into WBL in order to prepare some OSY to manage their first paycheck. Digital literacy may often be required, depending on WBL job descriptions. A network of employers is vital to the success of WBL. The investment of time and knowledge gives interns insight into a potential career path as well as provides a place for interns to utilize workforce preparation training. Several Adult Education WBL interns have transitioned to full-

time employment within WBL sites or progressed into the “next step” of vocational training. These outcomes align with the ultimate purpose of WBL, which is helping the participants complete the following:

- identify a vocational focus,
- pursue additional training,
- establish a mentor/mentee relationship,
- secure a positive employment reference, and/or
- receive an immediate or future offer of employment.

The AE Department believes that Work-Based-Learning serves as a vital step toward a credentialed career pathway.

NCCER (National Center for Construction Education Research) credentials are available to OSY through Youth Build. After completing the 12-week program, participants transition into post-program placements, including college, vocational training, or registered apprenticeships to prepare for careers in the construction, welding, and healthcare industries. The Adult Education department provides GED preparation as well as digital and financial literacy assessments as academic support services for all Youth Build participants. The attaining of the nationally recognized NCCER credential helps participants enter directly into the workforce or enter advance training.

Apprenticeships and on-the-job training (OJT) opportunities provide an introduction to an exciting new career for the adult learner or the next step for an OSY work-based learning intern or Youth Build graduate. Apprenticeships are comprised of an employment and educational component and culminate in an industry-recognized credential. Adult Education partners for the apprenticeship program include the College’s Office of Business and Industry, One-Stop Career Centers, local employers, and the Alabama Office of Apprenticeship. Apprenticeship



coordinators work diligently to support the local economy by matching local employers with apprentices, thereby providing a skilled workforce. Adult Education, in partnership with the Office of Business and Industry, recruit suitable candidates for available apprenticeship opportunities.

On-the-job training (OJT), similar to apprenticeships, offers paid work experience, but does not require an educational component. On-the-job training contracts are developed between the One-Stop Career Center coordinator and a local employer and paid through the Alabama Department of Commerce. Contract lengths vary but are at a minimum of six months. The employer is reimbursed between 50-75% of the participant's wages for the life of the contract, which creates a strong incentive to support the OJT program. The Career Pathways Coordinator works with One-Stop Career Centers to recruit OJT candidates and to develop OJT opportunities leading to a nationally recognized industry credential.

WIOA short- and long- term Individual Training Accounts (ITA) offer the adult learner multiple career paths. Programs approved for WIOA funding are selected to supply the local and statewide demand for a skilled workforce. Completion times vary and range from four weeks to two years. The alignment of core services between Adult Education and the One-Stop Career Centers increases efficient transition of Adult Education students into workforce training. Aligned services include two-way referrals, standardized testing, and digital and/or financial literacy assessments. ITA participants may receive academic support from Adult Education for the duration of their training, including tutorials and access to computer labs. Application assistance and pre-screening for financial aid (PELL and WIOA) are also available from the Adult Education staff. Adult Education will continue to subsidize fees for required program certifications and credentials.

Manufacturing Skill Standards Council (MSSC) is an industry-led training, assessment and certification system that focuses on core skills and knowledge needed by the nation's front-line production and material handling technicians. The nationwide MSSC System offers both entry-level and incumbent workers and is offered to all AE participants. It is the primary career path offered to adult learners in adult correctional facilities. MSSC offers four certifications for this workforce as follows:

- Certified Production Technician (CPT)
- CPT+Skill Boss
- Certified Logistics Technician (CLT)
- Certified Forklift Technician (CFT).

## **6. Community Partnerships**

**Discuss (using specific examples) how your college uses community partners (Career Centers, Chambers of Commerce, economic development organizations, regional workforce development boards, social service case managers, public and private education providers) to message and promote the opportunities available through adult education, workforce, CTE, and academic transfer programs.**

The AE program maintains strong linkages with literacy councils, faith-based organizations, community-based organizations, and volunteers to provide quality adult education and literacy services to students in the area. Specifically, the AE program has a long history of partnerships with agencies providing classes at a library, a public school facility, the One-Stop Career Center, a family services center, three correctional facilities, and a youth juvenile facility. Additionally, the director is a member of the Alabama Literacy Alliance Board, which meets quarterly to discuss trends, mandates and resources impacting youth and family literacy in the state of Alabama. (See Attachment P, p. 184: Adult Education Community Partners). The director serves on the Houston County JOBS task force, a collaboration spearheaded by the Alabama Department of Human Resources. The JOBS task force's primary purpose is to

promote self-sufficiency and independence among the JOBS participants, other welfare recipients, or the working poor through the utilization of community resources; to support the educational goals established for the JOBS participants; and to prepare JOBS participants, the disadvantaged, and the disabled in Houston County to enter the workforce and to assist them with the retention of those jobs. Additionally, the director meets with the Alfred Saliba Family Services Center (ASFSC) administrative staff quarterly to discuss program updates and/or issues that may be of concern. Further, the supervising dean for AE serves on the ASFCS Board. Tutoring, job placement, childcare, and transportation services are provided primarily to WCCD AE students by ASFCS. Transportation for students in need is accomplished through distribution of transit vouchers for the Wiregrass Transit Authority Bus System in Dothan and through the Eufaula Transit System in Eufaula. Free childcare is provided for students at the federally funded Early Head Start Center for children ages 0-3 years old, provided the student meets the federal guidelines and there is no wait list. Job placement services are available for students upon request. ASFSC also provides students with parenting education, counseling services, job training, job fairs, basic needs provision, prescription assistance, referral to other agencies, and help with the removal of any barriers to attaining the GED.

Another partner that provides wrap-around services to shared clientele is the Dothan Career Center's One-Stop Center which provides remediation and testing services. The Dothan Career Center forwards clientele who have not met WIOA requirements to the Adult Education instructor, who is housed in the Center Monday-Thursday, for remediation. Steps in the process include the following:

- Orientation is scheduled on every Tuesday of the month in the afternoon during class time.
- Students are administered the locator through One-Stop to determine academic weaknesses and skill level.

- Students receive remediation and support.
- Students are post-tested to ensure mastery of skills and to determine measurable skill gains.

The entire in-take and testing process helps students to gain the necessary remediation so that they are able to earn the required skill or test level to participate in WIOA-funded training. When needed, One-Stop provides post-tests as well. The results are sent to the client's case worker after the requirements are met. Some students are under a time constraint to make the deadline to be eligible for a funded class, and in these instances, testing is done before the 30 or 40 hours are completed. When this occurs, the Adult Education program receives an outcome letter for Alabama Adult Education System for Accountability and Performance (AAESAP) from the case manager, which is forwarded to the AE data clerk, who then enters it into AAESAP. Once entered, the College receives a program gain, and the acquisition of employment and/or credentialed training can be tracked and entered into the Regional Workforce Council's data. The Dothan Career Center also provides information on the One-Stop GED class to people looking for employment.

The AE program could not fulfill its varied mission without the input and support of the local communities, and the program's staff routinely seeks partnerships with other agencies.

### **Financial Management**

The WCCD Business Office strives to keep all accounting practices in order according to ACCS guidelines. This includes paying invoices on a regular basis, disbursing funds to employees and/or students as needs arise, collecting fees from students for classes, processing scholarships and grants on a timely basis, and maintaining a professional attitude toward all employees, students, and any outside entities that we may encounter. Fiscal excellence is stressed by College leadership, and as a result of this expectation, the Business Office has had no

audit findings in any of the last 16 years. The College understands that cost is a major factor for most students when choosing a college. Therefore, the Business Office works diligently with staff and faculty members to keep costs down as much as possible for our students and to be good stewards of the public funds entrusted to us.

## **1. Strengths and Weaknesses.**

**Identify three (3) challenges at the college that have the greatest negative impact on its sustainability and three (3) strengths of the college that have the greatest positive impact of its sustainability?**

ASPIRE team members identified three challenges that have the greatest possible negative impact on College sustainability as follows: (1) fluctuations in student enrollment, (2) lack of success in promoting career technical program opportunities, and (3) keeping costs down for students, which creates challenging budget issues in an economy that is seeing costs increase.

Mr. Rob Rhoades, President, Diamond-R-Electric; states the following specifically related to promoting training opportunities:

I don't feel as though we do a great job of promoting the opportunities for career tech students or the programs themselves. While we do some promotion of these programs, I don't feel as though we do enough when compared to the available opportunities. We are already in the throes of a skilled labor shortage nationwide. Wallace is in a good position to be a leader in supplying skilled workers. I don't feel as though we are fully capitalizing on our capabilities in this area. With the shortage of skilled labor that our country is experiencing, there is the potential for Career Tech to be as big as healthcare is on our campus.

The three identified strengths that provide the most positive impact on sustainability for the College are (1) affordable tuition rates, (2) reputation of the College in the region, (3) and facilities that are generally well-maintained and keep pace with current technologies. One strength that has been clearly evident during the pandemic is technology. Having immediately available technology resources has been critical over the past year. The College was able to transition more easily to an online learning environment due to the investment made in

technology resources over the years. The College has continued to provide high-quality instruction during the pandemic by extending our virtual capabilities with the addition of computers provided to students and extensive training of the staff.

## **2. Shared Services.**

**What opportunities are there within the college or between your college and one or more neighboring colleges for implementing shared services to reduce cost?**

WCCD could partner with neighboring colleges for a number of shared services, and the College could easily take the lead in some of these areas. This shared services approach could reduce costs with technology vendors, printing, and some library services. Items could also be purchased from local vendors in mass quantities, and a procurement/supply chain could be established among colleges. Also, all the ACCS institutions in our area could work together as a purchasing cooperative and order larger amounts of items from our local vendors at a lower cost.

With the addition of the new Banner financial system, colleges could coordinate with each other to offer assistance when one college needs help for myriad reasons such as illness of employees or questions related to performing tasks. Specifically, there are a number of educational services that WCCD could coordinate with Enterprise State, Lurleen B. Wallace, and Chattahoochee Valley. ASPIRE Team member and Vice Chancellor Dr. Don Jeffrey at Troy University Dothan added that he could identify areas of shared services with the University as well. He stated the following opportunities:

- Deliver multi-campus academic classes via Zoom between Troy-Dothan and WCCD and also between WCCD and Enterprise State.
- Hold joint classes that are available at one campus (WCCD or Troy- Dothan), but count fully in either program so both schools do not have to staff faculty for the classes.
- Implement joint advising that helps students plan to advance to a four-year degree with early-on choices at WCCD.

- Improve integration between WCCD and Troy-Dothan for academic track students to match integration of tech track with local employers.
- Invest in thorough surveying of current offerings to determine potential student demand and both employer demand/economic opportunities for graduates.
- Share costs with technology, bookstore, and library services (especially considering increase in electronic resources).
- Implement shared services regarding tutoring services by sharing part-time staff (Example: a Writing Center that is open on both campuses but only part time on each).
- Host large career fairs rather than the community college and university in the same city hosting separate small career fairs.
- Offer additional Transfer Merit Scholarships to students that transfer from a community college with at least 45 credit hours and 3.00 GPA. This scholarship reduces the cost of those who qualify for \$2000 per year for two years.

### 3. Untapped Internal Potential.

**Does your college have existing debt that can be refinanced, or other financial resources that can be utilized to maximize the college's ability to make programmatic and infrastructure improvements?**

WCCD has just completed paying for the 2012 Series Refunding Revenue Bonds.

Currently, the College has approximately \$9,788,000 in outstanding debt. The debt was acquired from the construction of the *Heersink Family Health Science Building*. The College pays approximately \$812,000 yearly on the debt instrument with an interest rate of 2.560%. Due to the current economic uncertainty in this Presidential election year, WCCD has chosen to wait for a less volatile economy to refinance its debt.

After paying off the 2012 Series Bonds, the College will start a 10-month project to remodel the Learning Resources Center (LRC) on the Wallace Campus. The savings from not having to make an annual payment to a debt instrument allows the College to use its own funds to complete the project. The LRC will be updated and upgraded to meet the needs of our students, faculty, and staff. Once this project is completed, the College plans to review the

Facilities Master Plan and programmatic needs to determine which infrastructure projects move forward and on what timeline.

#### **4. Prospective External Support.**

**With limitations on state funding, how can your college better leverage financial support from external stakeholders, such as business and industry partners?**

Strong external support comes from our stakeholders, and WCCD regularly partners with local businesses to train employees or supply new employees from our student population. To accomplish this, the College invests in building lasting relationships with business and industry leaders in our service area to understand what the area's needs are and to share how those partners can assist the College in meeting those needs. This shared understanding creates a transparent environment and encourages financial support from external sources. The College fills employment needs, which in turn, make the businesses profitable. New training requests from our local partners also allow the College to offer diverse training and instruction and cutting-edge teaching tools and equipment in order that every student who attends WCCD can benefit.

#### **5. Other Innovative Ideas.**

**What other actions, in addition to those addressed in questions 2-4, could the college take that would generate additional revenue, reduce expenses or otherwise help the college achieve greater efficiency?**

Due to the current COVID-19 pandemic, WCCD has updated its distance learning technology. This update will allow the College to reach new students in other areas of Alabama and beyond. COVID-19 has also pushed the College to think outside of our normal instructional norms to reach our current and future student population. Adding new distance learning programs could help students who do not have the time to attend class, but still want a cost efficient education to be able to do so.



Further, new distance learning options could help increase the College's ability to reach high school students through our dual enrollment program. The ability to reach more students without additional instructor overhead will mean more revenue and less expense to the College.

The College also has a robust and very successful grants program and will continue to seek innovative opportunities to secure external funding through grants. Receiving grant funds allows the College to utilize better the existing institutional resources.

During FY 2019-20, WCCD aggressively pursued state, federal, and private foundation grant monies and has been awarded new and continuing awards in the amount of \$2,497,987 to fund various projects and services. Funding sources include the U.S. Department of Education; the Wiregrass Foundation; the Alabama Community College System (ACCS) Office of Workforce Development; the ACCS Office; the Alabama Department of Commerce; the Governor's Office of Volunteer Services; and the Alabama Humanities Foundation.

A Career and Technical Education (CTE) Dual Enrollment grant from the ACCS in the amount of \$389,000 provided 555 scholarships over three semesters. The College implemented an AmeriCorps program through a grant of \$98,006 from the Governor's Office of Volunteer Services. An Alabama Humanities Foundation grant of \$3,500 funded a humanities program that brought a noted Southern writer to both campuses in October 2019. The ACCS awarded \$55,048 to implement a zSpace Lab on the Wallace Campus for CTE, general academics, and Workforce Development. The College also received funding from the ACCS for Career Coach, Ready-to-Work, STEAM, EITP, and ICI/Special Pops. In 2019-20, the College received \$1,122,957 in new grant awards.

The College also has several continuing grants. The Wiregrass Foundation awarded a three-year grant (2018-2021) of \$194,400 to provide dual enrollment scholarships. In 2019-20,

51 economically disadvantaged high school students in the Dothan City and Houston County Schools received scholarships. Furthermore, the Wiregrass Foundation awarded the College a two-year grant (2019-2021) of \$261,064 to implement a short certificate program to begin a Mental Health Technician (MHT) program. The College continues a two-year grant (2018-2020) from the Wiregrass Foundation to implement an accredited Surgical Technology program. The College also continues awards from the U.S. Department of Education for TRiO programs (Upward Bound, Talent Search, and Student Support Services).

Also, future revenues could be established by setting up the existing print shop to complete print jobs from outside entities. Promotion of this untapped revenue potential could be utilized for revenue generation.

Finally, while the College's two 501c3 foundations have the primary focus of student scholarships, the foundations also provide support for instructional programs and professional development. This support reduces expenses incurred by the College's budget and allows opportunities for those monies to be reallocated.

### **Technology**

WCCD is committed to providing our students, faculty, and staff with the most effective and efficient technology resources available through the best use of funds and through highly skilled and well-qualified personnel. To support these efforts, the College runs an enterprise-level technology infrastructure and operates two datacenters, one on the Wallace Campus and one on the Sparks Campus in Eufaula. Technology at the College is focused in specific areas including Classroom/Instruction, Network, PCs/Peripherals, Security, Servers, Services, and Software. The Information Technology Services (ITS) department maintains technology at two campuses, two instructional sites, and more than eight off-site locations. At present, the ITS department consists of seven full-time and two part-time personnel and supports the following:

- Approximately 67 computer labs
- 100 classrooms
- 167 projectors
- 158 network switches
- Approximately 2,500 PCs (some are virtual)
- 80 servers
- 140 wireless access points.

To ensure technology functions at peak capacity and with minimum downtime, the College uses planned obsolescence of technology. The replacement schedule is not a hard and fast rule, but a guideline meant to assist in planning to keep technological functionality at peak levels. Replacement cycles are extended or shortened based on performance needs and/or funding. Replacement schedules are as follows:

Table18: Device Replacement Cycle

<b>Device Type</b>	<b>Replacement Cycle (in years)</b>
Office/Lab PCs	5
Servers/Storage	5
Chromebooks	6
Network Switches	7
Printers	7
Wireless Access Points	7
Zero Clients	7
Projectors	8

The College currently has a specified replacement cycle for computers and other technology equipment. In order to ensure proper technology performance, maintenance schedules for PCs must be spread evenly to prevent issues with funding. Also, to prevent issues with funding, the usage of technology resources must be examined and reallocated when necessary. Additionally, as a very large percentage of the budget is allocated to software, a full software analysis is performed/updated annually. The software category exceeds 30% of the overall budget for 2020-2021 (Attachment Q, p. 186: WCCD 2018-2021 Technology Plan).

The ASPIRE Technology Team reflected on the College's Technology department and how technology impacts WCCD by analyzing strengths, weaknesses, threats, and opportunities. One of the College's strengths in technology is the perception that College leadership is committed to providing appropriate technology resources for its constituents. Team Member Mr. Brad Kimbro, Chief Operating Officer at Wiregrass Electric Cooperative, commented that "Dr. Linda Young is huge asset to Wallace, and the College's administrators believe in cutting-edge technology."

Other identified technology strengths of the College include providing opportunities for the community and the commitment to having up-to-date technology. Team Member Mr. Delvick McKay, Personnel Director for the City of Dothan, conveys that the College "has a great reputation in developing students and adults alike in educational opportunities to prepare them to work immediately or to progress forward to other institutions of higher learning." Ms. Lisa Sanders, Director of Distance Learning at the College, further comments that "the College also has a strong commitment to stay current with technology, including its use and its security. The education and experience of those in the ITS Department is a huge asset to the College. Their dedication to maintaining a level of quality is second to none." Further, the College's use of simulation technology was regarded by all Team Members as "second to none." It is considered the "crown jewel."

One of the College's weaknesses the Team noted is the lack of an instructional designer. College faculty are experts in their field, but not always in teaching. Therefore, in some cases, their courses are designed like they were taught. Having courses designed appropriately to utilize technology in a way that supports learning is an opportunity to improve student success. Another weakness is adaptability. The College is often hampered by the System Office and/or

other agencies to make quick changes in programs or curriculums to meet the needs of the community.

The Team determined that opportunities to remain technologically relevant in the ever-changing world of technology are continuing opportunities. Additionally, the Team commented that seeking additional funding to increase technology resources could be pursued. The College has many opportunities that include continuing to reach for dual enrollment students; re-evaluate how to effectively use the new ERP to maintain the College's level of quality in regard to student advising and registration; increase course offerings; and implementing new technologies to assist students. The College also has an opportunity to assist faculty with more on-site professional development concentrating on technology tools that will help faculty develop courses geared toward student success.

One of the College's biggest threats is other institutions that offer online courses. These other institutions (2-year, 4-year, and non-credit) have always been a threat, but today (during this pandemic), they are even more so because their sole focus has been online course delivery.

### **1. Online Teaching.**

**Professional Development. What resources are available to provide professional development for faculty to teach online courses and how is the College currently maximizing those resources? Given additional resources, how could the College improve in this area?**

Many publishers and technology vendors offer free professional development for faculty in the area of online learning. Additionally, the College currently uses the members of ITS, the Director of Distance Learning, and the Distance Learning Committee to offer professional opportunities to faculty. These opportunities have been in the form of face-to-face, webinars, and pre-recorded offerings.

Since the College and ACCS have adopted and subscribed to Quality Matters (QM), the College could focus some funding toward QM facilitated workshops on teaching online. Many different QM courses that focus on designing and delivering online courses are offered. Having external facilitators may motivate some faculty to take the training more seriously than they would with internal facilitators.

Another area that the College could improve professional development for online teaching is in the area of course design. Having an Instructional Designer on staff would help to improve courses by providing assistance to faculty in modifying their courses using sound pedagogical practices.

Lastly, another opportunity to improve professional development for faculty to teach online courses would be to require faculty to participate in external professional development (even if only one per year) of their choosing. Most professional development courses are now available online. The online mode of delivery requires no travel, no time away from campus, and typically the cost is low. A benefit could be to have faculty then present what they learned to others in their discipline area or even college-wide.

## **2. Technology in the Classroom.**

**How will you seek to upgrade equipment and increase opportunities for students to use the newest technology as part of their classroom experience? What would be the College's desired outcomes and how will the College track and measure them?**

The College will continue to evaluate trends in classroom technology and upgrade the equipment as needed based on instructional strategies and need. The College will follow the Technology Plan for refreshing classroom technology and enhance the classrooms as needs exist and funding is available. The COVID-19 pandemic has placed a focus on distance education with synchronous classes, and the College will be evaluating classroom technology for creating

HiFlex classrooms. HiFlex courses deliver face-to-face, synchronous, and asynchronous delivery modes within one course. A HiFlex classroom would have to provide for in-person instruction with simultaneous live streaming and recording options for students. The HiFlex classrooms will include ceiling mounted webcams, microphones, and Zoom/Microsoft Teams/LMS (Blackboard Collaborate) technologies to produce an environment that mostly simulates learning directly from the classroom. Students attending virtually will be able to hear, see, and interact with classroom individuals. Using this technology, the instructor will also have the ability to record the lecture for students unable to attend in-person or synchronously as well as for future purposes.

Other classrooms, such as in our career/technical education and health science areas, will see the latest in augmented reality/virtual reality (AR/VR) technology to improve the visual learning experience. This technology delivers a stunning interactive experience by integrating the latest AR/VR technology in an all-in-one computer or laptop. Students will be able to visually see and manipulate objects as well as have a sense of realism where stereoscopic images appear solid in open space similar to real physical objects. The College's Health Science division and Workforce Development division are already taking advantage of this technology.

#### **Desired outcomes for technology in the classroom.**

Technology is available when needed with limited downtime related to unexpected maintenance and is updated according to the College's Technology Plan (Attachment Q, p. 186: WCCD 2018-2021 Technology Plan). Each technology will have its own refresh rate. Faculty will be trained on new classroom technology every semester as upgrades/replacements are planned and completed. This will be tracked with inventory controls and Helpdesk request software. The College will also be able to track the training of technology and computer

equipment needs by reviewing the yearly Institutional Services Survey. The Spring 2020 survey shows that 9% of our faculty and staff need more technology training (Attachment R, p. 201: WCCD Spring 2020 Survey). This survey will also indicate if the technology meets the needs of our faculty and staff.

### **3. Cybersecurity Protection Plan.**

#### **How do you plan on protecting the College from cybersecurity threats, attacks, and evolving security challenges presented in today's climate?**

Cybersecurity threats and attacks evolve constantly. The College's cybersecurity protection plan includes multiple layers of defense. Each layer of defense provides protection to ensure that one vulnerability does not allow total compromise of the College's computing resources. The layers of defense include awareness, event management, auditing, least privilege, end point protection, multi-factor authentication, and firewall protection.

The first layer of cybersecurity defense starts with awareness. Everyone is responsible for cybersecurity and our awareness program ensures that all employees receive the necessary training. The College's awareness program is designed to educate employees about cybersecurity and the importance of staying vigilant of phishing emails. The College uses *KnowBe4*, one of the top leaders in the cybersecurity industry, cybersecurity awareness program. This comprehensive security awareness training program has just-in-time learning, based on observed unsecure behavior exhibited by an employee. The College has a monthly campaign that sends phishing emails to all employees. If an employee clicks on a phishing email from the campaign, *KnowBe4* automatically places the employee into a training program. The training program is designed to educate employees about the importance of cybersecurity and helps employees recognize the red flags of a phishing email.



The College is currently working with the System Office to implement a security information and event management (SIEM) product known as Splunk. Splunk captures, indexes, and correlates real-time data in a searchable repository from which it can generate graphs, reports, alerts, dashboards, and visualizations. This information will allow the College to successfully identify network events that are happening at the College. Splunk allows ITS personnel to see the network activity in real time and keep a history of network events for later inspection.

Auditing software is another piece used to ensure the College stays safe from cyber threats and attacks. The auditing software gathers real-time event information from local servers and provides reporting tool for specific events. The auditing software tracks user management actions, permission changes, user logon actions, and incorporates an insider threat detection alert. Some reports are emailed on a weekly schedule and alerts are emailed immediately.

The College also uses the least privilege principle when creating user accounts and granting access to resources. This principle provides better system security and limits administrative control of important processes. All users have a standard user account with no authoritative privileges. This principle is also important for reducing malware infection and propagation.

Additionally, the College includes technology like Microsoft Local Administrator Password Solution (LAPS) and Cisco Advanced Malware Protection (AMP) to safeguard local computer resources. LAPS simplifies password management and creates defenses against cyberattacks. This solution mitigates the risk of lateral escalation that results when resources use the same administrative local account and password combination on computers and servers. LAPS automatically manages the local administrator passwords on computers and servers so that

passwords are unique on each, randomly generated, and securely stored in Active Directory.

AMP is a cloud-managed endpoint security solution that provides advanced protection against viruses, malware, and other cyber-threats by detecting, preventing, and responding to threats.

AMP provides superior protection against viruses and malware by continuously monitoring and analyzing all system activity rather than depending solely on virus definitions. This protection, combined with Cisco's global threat intelligence, enables the College to quickly identify and remediate security threats.

Multi-Factor Authentication (MFA) is an authentication method that requires the user to provide two or more verification factors to gain access to a resource such as Office 365. The College uses MFA for employees and students that want off-campus access to Office 365. MFA enhances the College's security by requiring users to identify themselves by more than a username and password. Usernames and passwords can be easily stolen by phishing emails that look like legitimate emails. By 2025, the College should incorporate using a hardware token base Multi-Factor authentication for all levels of access.

Lastly, the College operates two firewalls that provide protection at the edge of the network and in the datacenter. The edge firewall is configured to block unnecessary traffic from entering the network and to allow known good network connections to resources inside the College's network infrastructure. The datacenter firewall provides better visualization inside the virtual environment and allows for more granular configuration of network connections between server resources.

#### **4. Needed Technology Upgrades.**

**What technology upgrades are necessary to ensure safety, security, and health of students, faculty and staff in a post-coronavirus future?**

Notification and communication systems will be an important part of the post-coronavirus future. Faculty and staff will need to be able to communicate effectively and efficiently to current and future students. Off-campus students will have to rely on virtual meeting applications (such as Zoom, Microsoft Teams, Blackboard Collaborate, etc.), text messages, social media post, emails, and other forms of electronic communication to stay informed. On-campus students will also have digital signage located in most buildings to help stay informed on important information.

The College should use these avenues to communicate the College's plan for safety and security for all agents of the College. Center for Disease Control (CDC) guidelines and best practices, along with the College's safety plan, should be readily available through these outlets and posted on the College's website. Guideline enforcement and wellness checks are especially important for the most at-risk segment of a school's population: faculty and staff. Some schools have implemented a self-assessment mobile app that allows faculty, staff, and students to do a self-health check every day.

Technology access will also play an important role in keeping students, faculty, and staff safe. Wi-Fi hot spots strategically located around campus allow users to be on campus and have access to a reliable internet connection. Faculty, staff, and students have the ability to check out laptops that allows them to continue to work remotely, if needed. Remote virtual desktops allow students to have the necessary software on a fully functioning Windows operating system to be successful in their program of study. Virtual meeting software (such as Microsoft Teams or Blackboard Collaborate) provides faculty, staff, administration, and students the opportunity to meet face-to-face without the risk of contaminating others.

## **5. Support of Students' Use of Technology.**

### **How will you support the students' use of new technologies outside of normal business hours?**

The College's ITS department operates the Helpdesk that supports faculty, staff, and students. The Helpdesk's operational hours are Monday through Thursday, 7:30 am to 8:45 pm and Friday from 7:30 am to 2:00 pm. The Helpdesk also has a support ticket system that is available after hours. Other support options would be to open the Helpdesk on the weekends during the peak times in the semester. The peak times are during registration, midterms, and finals. Supporting students outside of normal business hours can also be achieved by utilizing Learning Management System's (LMS) support contracts. Most LMS vendors offer 24/7 support for faculty and students.

### **Campus and Facilities**

WCCD has two campuses, one located in Dothan and the second located in Eufaula. The College maintains approximately 49 physical structures between both our campuses. The College also offers adult education and career and technical instruction in two correctional sites in Barbour County; however, those facilities are maintained by the Alabama Department of Corrections.

In January 2017, the College opened the *Heersink Family Health Science Building* and relocated all health programs to that facility. Since that relocation occurred, the College has been aggressively renovating and repurposing buildings previously used by our Allied Health and Nursing programs. Additionally, following the sale of the Center for Economic and Workforce Development (CEWD) in 2018, the College moved operations from the Highway 231 North CEWD facility to the Wallace Campus in Dothan. This move allowed the College to

utilize the renovated health buildings for adult education, workforce development, and institutional advancement functions reducing the financial burden to the institution.

As the College focuses on expanding both credit and noncredit programs and increasing the student population, additional instructional facilities, and the associated technology requirements, needs will most likely be required on the Wallace Campus. To expand offerings on the Sparks Campus, technology enhancements will be necessary to meet the needs of our students and our communities.

## **1. Instructional Sites.**

### **How many campuses/instructional sites does the College operate and in what locations?**

The Wallace Community College has two primary campuses as follows:

#### ***Wallace Campus***

1141 Wallace Drive  
Dothan, AL 36303

#### ***Sparks Campus***

3235 South Eufaula Avenue  
Eufaula, AL 36027

The College also provides instruction at Ventress and Easterling Correctional facilities in Barbour County, and the College offers dual enrollment at several high school and career technical sites, including two sites approved and one pending approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Those sites are G-Tech in Geneva and the Houston County Career Center and the Dothan Technology Center in Dothan (pending approval).

## 2. Scope of Instructional Offerings by Site.

**What instructional programs/courses will be offered at each campus/instructional site and how many students will be present at one time for each program/ course of instruction?**

Instructional programs, workforce development programs, and adult education courses are offered on both campuses with academic transfer and career and technical courses offered in high schools. The College strives to meet the ever-changing requirements of employers and students which often results in program additions. For example, Surgical Technology and Mental Health Technician have been added to the health offerings, and new short-term training programs are developed regularly.

Prior to the COVID-19 pandemic, the College served approximately 4500 credit students each fall and spring semesters and served approximately 3000 noncredit students each calendar year. Enrollment decreased sharply in Fall 2020; however, the College expects a return to pre-pandemic numbers by Fall 2021.

The following tables illustrate the number of students in each course in Fall 2019. This number represents course enrollment and not overall enrollment. Many students are enrolled in both general academic courses as well as their program courses.

The listing for Workforce Development and Adult Education is presented in program enrollments.

Table 19: Instructional Offerings by Site

<b>Wallace Campus - Dothan</b>	<b>Student Enrollment Totals</b>
<b>General Academics AA/AS</b>	<b>3046</b>
<b>Air Conditioning and Refrigeration</b>	<b>51</b>
<b>Applied Engineering</b>	<b>41</b>
<b>Automotive Technology</b>	<b>53</b>
<b>Business Technologies</b>	<b>141</b>
• <i>Accounting</i>	<i>33</i>
• <i>App Development with Swift</i>	<i>0</i>

<ul style="list-style-type: none"> <li>• <i>Business Computer Applications</i></li> <li>• <i>Office Administration</i></li> <li>• <i>Supervisory Management</i></li> </ul>	14 54 40
<b>Child Development</b>	<b>101</b>
<b>Computer Information Science</b>	<b>95</b>
<ul style="list-style-type: none"> <li>• <i>Software Development (includes computer programming)</i></li> <li>• <i>Microcomputer Specialist</i></li> <li>• <i>Cyber Defense</i></li> <li>• <i>App Development with Swift</i></li> </ul>	44 21 19 11
<b>Criminal Justice</b>	<b>91</b>
<b>Electrical Technology</b>	<b>47</b>
<b>Emergency Medical Services</b>	<b>142</b>
<ul style="list-style-type: none"> <li>• <i>Medical Technician</i></li> <li>• <i>Advanced</i></li> <li>• <i>Paramedic</i></li> </ul>	33 11 98
<b>Engineering Graphics</b>	<b>49</b>
<b>Esthetics Technology</b>	<b>35</b>
<b>Medical Assisting</b>	<b>154</b>
<ul style="list-style-type: none"> <li>• <i>Medical Assisting</i></li> <li>• <i>Phlebotomy</i></li> </ul>	143 11
<b>Nursing, Associate Degree</b>	<b>553</b>
<b>Physical Therapist Assistant</b>	<b>59</b>
<b>Practical Nursing</b>	<b>196</b>
<b>Radiologic Technology</b>	<b>55</b>
<b>Respiratory Therapist</b>	<b>43</b>
<b>Salon and Spa Management</b>	<b>103</b>
<ul style="list-style-type: none"> <li>• <i>Nail Technology</i></li> </ul>	0
<b>Surgical Technology</b>	<b>20</b>
<b>Welding Technology</b>	<b>103</b>
<b>TOTAL PROGRAM ENROLLMENT</b>	<b>5178</b>
<b>Sparks Campus – Eufaula</b>	<b>Student Enrollment Totals</b>
<b>General Academics AA/AS</b>	<b>228</b>
<b>Air Conditioning and Refrigeration</b>	<b>34</b>
<b>Applied Engineering</b>	<b>15</b>
<b>Business Technologies</b>	<b>27</b>
<ul style="list-style-type: none"> <li>• <i>Accounting</i></li> <li>• <i>App Development with Swift</i></li> <li>• <i>Business Computer Applications</i></li> <li>• <i>Office Administration</i></li> <li>• <i>Supervisory Management</i></li> </ul>	4 0 4 15 4
<b>Child Development</b>	<b>30</b>
<b>Computer Information Science</b>	<b>6</b>
<ul style="list-style-type: none"> <li>• <i>Software Development (includes computer programming)</i></li> </ul>	4

• <i>Microcomputer Specialist</i>	1
• <i>Cyber Defense</i>	1
• <i>App Development with Swift</i>	0
<b>Criminal Justice</b>	<b>22</b>
<b>Engineering Graphics</b>	<b>17</b>
<b>Medical Assisting</b>	<b>31</b>
<b>Practical Nursing</b>	<b>7</b>
<b>Welding Technology</b>	<b>30</b>
<b>TOTAL PROGRAM ENROLLMENT</b>	<b>447</b>
<b>Workforce Development and Adult Education</b>	<b>Student Enrollment Totals</b>
<b>Certified Nursing Assistant</b>	<b>20</b>
<b>Dental Assistant</b>	<b>12</b>
<b>Eye Care Assistant</b>	<b>16</b>
<b>Industrial Welding</b>	<b>15</b>
<b>MSSC- Manufacturing Skill Standards Council</b>	<b>10</b>
<b>Pre-apprentice Electrical Lineworker</b>	<b>20</b>
<b>Professional Medical Coding</b>	<b>20</b>
<b>Training for Business and Industry</b>	<b>40</b>
<b>Sheet Metal</b>	<b>12</b>
<b>Woodworking</b>	<b>15</b>
<b>Train the Trainer</b>	<b>12</b>
<b>Kids College</b>	<b>20</b>
<b>Introduction to Welding</b>	<b>10</b>
<b>AgriScience</b>	<b>6</b>
<b>Precision Measuring</b>	<b>10</b>
<b>Physical Therapy Assistant Review Score Builder</b>	<b>47</b>
<b>Other Continuing Education courses</b>	<b>20</b>
<b>WorkKeys Assessments* Summer 2019 only</b>	<b>232</b>
<b>Adult Education</b>	<b>559</b>
<b>TOTAL ENROLLMENT</b>	<b>1096</b>

\*Workforce Development and Adult Education courses are located on both campuses and multiple other locations.

### 3. Sufficiency of Facilities.

Currently, are there sufficient instructional and student service spaces at each campus/instructional site for the number of students projected for each program/course of instruction? If not, are there buildings or areas of buildings that could be renovated, either through remodeling or through technology upgrades, to provide sufficient spaces? Is parking a limiting factor at any location?



Currently, the College has sufficient facilities as buildings have been renovated to meet the current needs of the institution. However, we project growth in several fields of study that will require additional facilities to accommodate these new or expanding programs of study. Specifically, additional facilities for health, career and technical, and workforce development programs have been identified as future needs. These facilities will also need to accommodate the changing technologies each industry will require for re-training and/or training a highly skilled workforce.

The Sparks Campus has available space for renovation to meet future needs. However, at present, the Wallace Campus has maximized all available space. Facilities with the capability of malleable space that can be reconfigured for both career and technical and workforce training courses are expected to be a priority. These spaces will need to house a variety of cutting-edge equipment that will meet industry standards and will also need to support technology innovations.

Upcoming industrial needs and requirements were also expressed by State Senator Donnie Chesteen, 29<sup>th</sup> District. He shared the following:

We need to be able to meet the high skilled training for the high skilled jobs. We currently cannot meet the demands of the future jobs in the Wiregrass and the region. There is currently not enough Robotics training offered by Wallace Community College, i.e., Banking, food services and manufacturing jobs. We may need to look into a facility that can provide this training -- build or renovate a current structure. Further, the College is preparing to open self-contained advising centers on both campuses. These centers will require space for advisors to offer beginning to end-of-program advising, along with appropriate support services, for students.

The College currently has an adequate number of parking for all students, staff and faculty.

#### 4. Needed improvements.

**What improvements to existing physical infrastructure (for example, deferred maintenance issues such as leaky roofs or technology upgrades to security systems) must be made to ensure the college can safely, effectively, and efficiently provide the instruction and student services at all planned sites?**

The largest deferred projects are the road, parking lots, and storm drainage shortcomings on both campuses. The roads and specific parking lots are 30 plus years old and require resurfacing. The parking lot in front of Grimsley Hall is subject to flood, which has occurred during heavy rains. Senator Chesteen stated, “The streets and parking lots need attention, and it also has a huge impact to the aesthetics of the campus. They do not look as maintained or serviced as other colleges.” Dothan Mayor Mark Saliba agreed and said that “Storm drainage issues are not noticed by many people unless they are directly involved with it. It can become a safety and aesthetics issue as well.” (See Attachment S, p. 203: Planned Capital Projects).

A September 2020 survey of workforce partners also identified road, parking lots, and drainage issues as giving a less than an excellent perception of the College. Over 40% of respondents indicated that they had a “Moderate” or “Neutral” perception of “parking lots, roads, and drainage” offering much room for improvement.

## **Attachment A: Instructional Review Schedule**

**WALLACE COMMUNITY COLLEGE  
PROGRAM REVIEW SCHEDULE  
2013-2023**

**2013-2014**

**Air Conditioning & Refrigeration  
Auto Body Repair  
Cosmetology  
Cosmetology/Nail Technology  
Electrical Technology  
Physical Therapist Assistant**

**2015-2016**

**Emergency Medical Services  
Industrial Systems Technology  
Nuclear Engineering Technology  
Small Engine Repair  
AA/AS Academic Program**

**2017-2018**

**Associate Degree Nursing  
Drafting and Design Technology  
Masonry  
Medical Assisting  
Plumbing  
Practical Nursing**

**2019-2020**

**Automotive Technology  
Cabinetmaking/Carpentry  
Respiratory Therapist  
Welding Technology**

**2021-2022**

**Business Technologies  
Child Development  
Computer Information Science  
Radiologic Technology  
Criminal Justice  
Surgical Technology**

**2014-2015**

**Automotive Technology  
Cabinetmaking/Carpentry  
Respiratory Therapist  
Welding Technology**

**2016-2017**

**Business Technologies  
Child Development  
Computer Information Science  
Criminal Justice  
Radiologic Technology**

**2018-2019**

**Air Conditioning/Refrigeration  
Auto Body Repair  
Cosmetology  
Cosmetology/Nail Technology  
Electrical Technology  
Physical Therapist Assistant**

**2020-2021**

**AA/AS Academic Program  
Emergency Medical Services  
Industrial Systems Technology  
Small Engine Repair  
Nuclear Engineering Technology**

**2022-2023**

**Associate Degree Nursing  
Drafting and Design Technology  
Masonry  
Medical Assisting  
Plumbing  
Practical Nursing**

## **Attachment B: WCCD Notification Memo**

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**WALLACE  
COMMUNITY  
COLLEGE**

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**MEMO***Office of the Dean of Instructional Affairs*

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**TO:**           **AUTOMOTIVE TECHNOLOGY**  
                  GREG ODOM, DISCIPLINE CHAIR  
                  JASON OWEN, DIVISION DIRECTOR

**CABINETMAKING**  
                  EDDIE THOMAS, DISCIPLINE CHAIR  
                  JASON OWEN, DIVISION DIRECTOR

**RESPIRATORY THERAPIST**  
                  JUDY HARRELL, PROGRAM DIRECTOR  
                  KIM WELBORN, CLINICAL EDUCATION DIRECTOR  
                  BRANDIE YEOMANS, DIVISION DIRECTOR

**WELDING TECHNOLOGY**  
                  JOEY JACKSON, INSTRUCTOR  
                  DANNY BRABHAM, DIVISION DIRECTOR

**FROM:**       LESLIE REEDER  
                  DEAN, INSTRUCTIONAL AFFAIRS

**SUBJECT:**    COMPREHENSIVE PROGRAM REVIEW

**DATE:**       September 30, 2019

This is the year that your program is scheduled to conduct a Comprehensive Program Review. Information on the process for conducting the review and the format for the report are attached. Copies of the reviews previously completed are on file in my office if you would like to check them out.

The Comprehensive Program Review AND the Abstract must be submitted to my office via e-mail attachment in Microsoft Word format ***no later than July 23, 2020.***

You will, of course, work with the entire faculty within the discipline. Use the attached procedures for establishing your committee. **Please send me a memo naming all the members of the committee *no later than January 16, 2020.***

Thank you.

c       Ms. Kathy Buntin, Associate Dean, Health Sciences  
          Ms. Leslie Reeder, Associate Dean, General Academics  
          Dr. Bill Sellers, Associate Dean, Career and Technical  
          Dr. Ashli Wilkins, Dean, Institutional Services and Community Development  
          Dr. Linda C. Young, President

# **Attachment C: Program Review Information Procedure Packet**

## **WALLACE COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW PROCEDURES**

### **I. PURPOSE**

Comprehensive Program Review (CPR) is an integral component of Wallace Community College's institutional effectiveness process. Program review is a formal, systematic process that examines a program to determine the extent to which it is achieving its purpose and goals, note program strength and weaknesses, make recommendations for improvements, and provide a process that will facilitate planning, decision making, and budgeting. The purpose of the CPR is to improve the quality of programs offered by the College. **The ultimate goal of the CPR is increased student success.**

### **II. FOCUS**

The CPR covers all aspects of a program. The first is efficiency, with its focus on how well resources have been allocated and used. It is discussed in terms of dollars expended per student credit hour and faculty contact loads. Another focus is program need in the community. Program quality is reviewed in terms of faculty credentials and qualifications, as well as the curriculum and instructional environment. However, as important as efficiency and quality data are, the deciding factor in determining a program's effectiveness is, "What happened to the students who were enrolled in the program?" and, "To what extent did the results equal the objective?"

### **III. DATA SOURCES**

- A. Much of the quantitative data for the study is provided by the offices of Institutional Effectiveness and Business Affairs.
- B. The program under review will provide data on: (1) Its assessment of student outcomes and (2) internal department evaluations that provide data on program effectiveness.



Wallace Community College

Comprehensive Program Review

**IV. CPR Committee**

The CPR analysis is conducted by a committee composed of:

- A. the program's faculty,
- B. a faculty member from a program area other than the one undergoing review,
- C. a member of the program's advisory committee, and
- D. appropriate associate dean (as ex-officio).
- E. For some programs, membership on the review team may include a representative of an agency that provides internships, clinical training, or other cooperative training.

**V. REVIEW SCHEDULE**

The CPR process this year will begin in early January and concludes with recommendations and action plans in July. The calendar of activities is as follows:

<b>January</b>	Committee formed
	Data requested from the Office of Institutional Effectiveness
	Data requested from program faculty
<b>February</b>	Committee meets, reviews data
	Peer review conducted
	Instructional review conducted
	Report reviewed with program faculty
<b>May</b>	Report and recommendations forwarded to appropriate Associate Dean
<b>July</b>	Final report and recommendations submitted to Dean of Instruction Affairs
<b>Aug</b>	Response to recommendations acted upon or included in new
	objectives and budget for next fiscal year

Wallace Community College

Comprehensive Program Review

**VI. EVALUATION COMPONENTS**

Abstract (two-page maximum)

Introduction

- Program History
- Mission/ Goals/ Objectives

Program Description

- Curriculum
- Student Learning Outcomes
- General Education Outcomes
- Student and FTE Enrollment Profile
- Environmental Scan

Faculty

Program Cost

- Faculty
- Supplies
- Professional development
- Maintenance and repairs
- New Equipment

Program Equipment and Facilities

Program Viability/Student Placement

Findings/Recommendations

Program Response/ Action Plans

Support Documentation (Appendix)

**ABSTRACT**

**A two-page abstract** (maximum) that summarizes the findings of the review must be included. Each abstract should contain the program background and goal, curriculum design and occupational demand, assigned faculty, on-going costs, viability, findings, conclusions and recommendations.

**INTRODUCTION**

**Program History.** Describe the field of study from the institution's and the community/society perspective. Give current status and program history.

**Mission/Goals/Objectives.** Include the college's purpose statement, the division's mission, the program's functional goals and objectives for the current fiscal year, and the evaluation of the results of the previous fiscal year's objectives/action plans.

Wallace Community College

Comprehensive Program Review

**PROGRAM DESCRIPTION**

**Curriculum.** Provide the program of study in catalog form. Describe any modifications or changes in the last five years. Provide a copy of the program requirements and course syllabi for all currently active courses. Describe the process used to review curriculum. Note when the curriculum was last revised. Explain how the program Advisory Council is involved in curriculum review. Attach a copy of the results of the last Advisory Council evaluation. Include a review of the student learning outcomes and general education outcomes.

**Student and FTE Enrollment Profile.** For the past five years provide:

- Program data on headcount enrollment by semester with totals for each year.
- FTE credit hour production by semester with totals for each year.
- Total graduates for the academic year.
- Ethnic, gender, age, and home county breakdown of currently enrolled majors.
- Number of currently enrolled majors by campus/instructional location.
- Ratio of full-time/part-time students currently enrolled.

**As available, provide:**

- ◆Unique achievements of graduates.
- ◆Data from transfer institutions on student success.
- ◆Advisory Committee input.
- ◆Program accreditation and/or certification.
- ◆Student success on exit, licensure, or certification exams.
- ◆Scholarships and/or recognition
- ◆Business and industry coordination and/or cooperation

**Environmental Scan.** Describe the College's service area, in terms of employment needs addressed by this program. Include an employment outlook report on new and replacement job openings projected through the next five years (Reference the most current *Occupational Outlook Handbook*). Provide a listing of other area educational institutions which provide similar training. Report on any existing partnerships or cooperative agreements with other agencies or businesses.

Wallace Community College

Comprehensive Program Review

**FACULTY**

List the faculty assigned to the program, including their credentials and years of teaching experience including their credentials. Report the number of full-time and part-time faculty and the proportion of the program taught by each. Provide any unique faculty-related data which might be applicable.

**PROGRAM COST**

For each of the past five years provide the following cost data in tabular form, including the average annual cost for each item.

- Faculty cost, distinguishing between full-time and part-time faculty, and support staff.
- Supplies and materials.
- Professional development, including travel (distinguish between in-state and out-of-state).
- Maintenance and repairs to facilities and equipment.
- New equipment.

**PROGRAM EQUIPMENT AND FACILITIES**

Review existing program facilities and equipment, using current equipment lists and the results of the peer evaluator's observations. Prepare equipment request list for the next two fiscal years. Provide a copy of the current budget. If appropriate, list needed resources with accompanying justification. Provide responses to the following items:

	<i>Exceptional</i>	<i>Adequate</i>	<i>Needs Improvement</i>
<b>Classroom space</b>			
<b>Laboratory space</b>			
<b>Faculty space</b>			
<b>Equipment (availability)</b>			
<b>Equipment (condition)</b>			

Wallace Community College

Comprehensive Program Review

### **PROGRAM VIABILITY /STUDENT PLACEMENT**

Provide the following information of student achievement for the past five years in a summary format:

- Student retention and placement rates by academic year.
- Employers' perceptions of students.
- Student satisfaction.
- Results of Licensure Examinations.
- Results/Evaluations of Internship, Clinicals, Apprenticeships.
- Graduate Follow-Up Survey results.

### **STUDY FINDINGS/RECOMMENDATIONS**

Prepare a narrative summary of the committee's findings. Complete the Findings and Recommendations Section. Present report to Instructional Affairs.

### **PROGRAM RESPONSE/ACTION PLANS**

Complete action plan forms for each recommendation that was not acted upon during the course of the study. Submit action plans to Instructional Affairs and include them in the College's planning and budgeting process.

### **SUPPORT DOCUMENTATION/(APPENDIX)**

Include any documentation that was instrumental to the CPR but was not included in any other section of the report.

## **Attachment D: 2018-2019 Department Profitability**

## Appendix \_ : 2018-19 Department Profitability Analysis

<u>Academics</u>	<u>BUS</u>	<u>OAD</u>	<u>ART</u>	<u>MUS</u>	<u>CIS</u>	<u>ENG</u>	<u>MTH</u>
Tuition & Fee Revenue	\$329,700.00	\$99,960.00	\$303,660.00	\$285,740.00	\$633,780.00	\$1,256,780.00	\$1,330,000.00
State Allocation Revenue	\$144,389.55	\$183,262.82	\$151,411.29	\$218,638.09	\$339,476.03	\$885,653.86	\$559,769.85
Salaries & Benefits	-\$212,337.57	-\$269,504.15	-\$222,663.66	-\$321,526.60	-\$506,680.64	-\$1,302,432.15	-\$823,190.95
Supplies & Expenses	-\$2,763.24	-\$3,270.32	-\$7,701.92	-\$5,183.73	-\$9,626.82	-\$7,269.15	-\$2,867.93
Program Profit (Loss)	\$258,988.74	\$10,448.35	\$224,705.71	\$177,667.76	\$456,948.57	\$832,732.56	\$1,063,710.97

<u>Academics</u>	<u>HUM</u>	<u>BIO</u>	<u>CHM</u>	<u>HIS</u>	<u>PSY</u>	<u>ORI</u>	<u>PHS</u>
Tuition & Fee Revenue	\$157,080.00	\$1,477,280.00	\$96,040.00	\$675,780.00	\$690,480.00	\$422,800.00	\$134,400.00
State Allocation Revenue	\$180,674.56	\$582,604.80	\$58,244.44	\$278,148.05	\$203,226.93	\$203,667.87	\$99,146.18
Salaries & Benefits	-\$269,663.52	-\$856,771.77	-\$85,653.59	-\$409,041.25	-\$303,323.77	-\$299,511.58	-\$147,979.37
Supplies & Expenses	-\$1,000.00	-\$31,042.18	-\$2,460.03	-\$8,703.70	-\$3,028.86	-\$2,255.72	-\$5,301.56
Program Profit (Loss)	\$67,091.04	\$1,172,070.85	\$66,170.82	\$536,183.10	\$587,354.30	\$324,700.57	\$80,265.25

<u>Academics</u>	<u>SPH</u>	<u>ECO</u>	<u>ENR</u>	<u>ECO</u>	<u>Total</u>
Tuition & Fee Revenue	\$444,360.00	\$192,360.00	\$160,160.00	\$192,360.00	\$8,882,720.00
State Allocation Revenue	\$211,607.29	\$93,745.47	\$439,700.58	\$93,745.47	\$4,927,113.13
Salaries & Benefits	-\$311,187.19	-\$137,860.99	-\$646,618.50	-\$137,860.99	-\$7,263,808.24
Supplies & Expenses	-\$2,353.33	-\$598.37	-\$5,873.55	-\$598.37	-\$101,898.78
Program Profit (Loss)	\$342,426.77	\$147,646.11	-\$52,631.47	\$147,646.11	\$6,444,126.11

Tuition and Technology Fee	\$140 per Cr. Hr.
State Allocation Percentage	68%

Appendix _ : 2018-2019 Department Profitability Analysis							
Health Sciences	LPN	MAT	RAD	NUR	PTA	SUR	EMS
Tuition & Fee Revenue	\$694,820.00	\$290,500.00	\$158,480.00	\$921,060.00	\$169,680.00	\$28,000.00	\$274,680.00
State Allocation Revenue	\$845,324.01	\$200,146.83	\$129,738.59	\$1,473,735.89	\$146,464.71	\$47,235.00	\$261,305.52
Salaries & Benefits	-\$1,261,677.62	-\$298,726.61	-\$193,639.68	-\$2,199,605.81	-\$218,604.05	-\$70,500.00	-\$384,272.82
Supplies & Expenses	-\$25,620.91	-\$8,199.21	-\$5,689.93	-\$34,651.11	-\$8,449.32	-\$2,552.48	-\$21,414.02
Program Profit (Loss)	\$252,845.48	\$183,721.01	\$88,888.98	\$160,538.97	\$89,091.34	\$2,182.52	\$130,298.68
Health Sciences	RPT	Total					
Tuition & Fee Revenue	\$130,480.00	\$2,667,700.00					
State Allocation Revenue	\$155,530.34	\$3,259,480.88					
Salaries & Benefits	-\$228,721.09	-\$4,855,747.68					
Supplies & Expenses	-\$19,182.46	-\$125,759.44					
Program Profit (Loss)	\$38,106.79	\$945,673.76					
Tuition and Technology Fee	\$140 per Cr. Hr.						
State Allocation Percentage	68%						



## Appendix \_ : 2018-2019 Department Profitability Analysis

<b>Technical</b>	<b><u>DDT</u></b>	<b><u>CAB</u></b>	<b><u>ASE</u></b>	<b><u>ACR</u></b>	<b><u>INT</u></b>	<b><u>ELT</u></b>	<b><u>SER</u></b>
Tuition & Fee Revenue	\$165,900.00	\$93,660.00	\$92,540.00	\$239,400.00	\$77,560.00	\$131,040.00	\$118,720.00
State Allocation Revenue	\$213,050.36	\$68,174.23	\$111,907.06	\$185,103.97	\$136,358.86	\$89,732.14	\$65,731.33
Salaries & Benefits	-\$313,309.35	-\$100,256.22	-\$164,569.20	-\$276,274.58	-\$200,527.73	-\$131,959.03	-\$96,663.72
Supplies & Expenses	-\$1,445.27	-\$26,703.95	-\$10,231.71	-\$9,945.40	-\$2,985.77	-\$3,979.88	-\$3,536.40
Program Profit (Loss)	\$64,195.74	\$34,874.06	\$29,646.15	\$138,283.99	\$10,405.36	\$84,833.23	\$84,251.21

<b>Technical</b>	<b><u>COS</u></b>	<b><u>MAS</u></b>	<b><u>WDT</u></b>	<b><u>CRJ</u></b>	<b><u>CHD</u></b>	<b><u>Total</u></b>
Tuition & Fee Revenue	\$334,320.00	\$65,826.00	\$216,536.43	\$210,840.00	\$195,300.00	\$1,941,642.43
State Allocation Revenue	\$316,787.22	\$52,107.29	\$361,238.32	\$153,423.86	\$152,519.42	\$1,906,134.06
Salaries & Benefits	-\$465,863.56	-\$77,772.08	-\$539,161.67	-\$225,623.33	-\$227,640.93	-\$2,819,621.40
Supplies & Expenses	-\$13,864.48	-\$4,520.62	-\$70,746.50	-\$9,232.33	-\$3,852.44	-\$161,044.75
Program Profit (Loss)	\$171,379.18	\$35,640.59	-\$32,133.42	\$129,408.20	\$116,326.05	\$867,110.34

Tuition and Technology Fee	\$140 per Cr. Hr.
State Allocation Percentage	68%

## **Attachment E: Training Session Agenda**

## TRAINING SESSIONS FOR MIGRATING TO ONLINE

TUESDAY, MARCH 17, 2020

### BLACKBOARD TRAINING

#### AGENDA

- **Reminders:**
  - ALL faculty and students have access to Office365
  - ALL faculty and students have access to Blackboard Apps
- **Communication**
  - Announcements
  - Course Mail
  - Discussion Board
- **Content**
  - Upload Documents (PDFs!)
  - Adding links to videos
- **Assessments**
  - Assignments
  - Tests
    - ADA Exceptions
    - Respondus Lockdown Browser & Monitor
- **Where to find “How To Documents”**
  - WCC ~ in Blackboard Professional Development “course”
  - WCC ~ <http://media.wallace.edu/its/>
  - Blackboard ~ [https://help.blackboard.com/Learn/Instructor?utm\\_source=odhm](https://help.blackboard.com/Learn/Instructor?utm_source=odhm)
  - Respondus Monitor ~ <https://web.respondus.com/he/monitor/resources/>

## **Attachment F: Online Professional Development Agenda**

**ONLINE PROFESSIONAL DEVELOPMENT TRAINING****MAY 5 - 7, 2020****AGENDA**

<b>Tuesday, May 5, 2020</b>		
<b>Topic</b>	<b>Session Times</b>	<b>Presenters</b>
Content and Attendance	9:00 am 11:30 am 2:00 pm	Jason Owen and Lisa Sanders
Quizzes/Tests/Exams	10:00 am 12:30 pm 3:00 pm	Amy Greene and Traci Murph
<b>Wednesday, May 6, 2020</b>		
Student Engagement: Using Discussion Board, Groups, Journals, Blogs, and Wikis	9:00 am 11:30 am 2:00 pm	Carla Cribbs and Brandi Wallace
Feedback: Using the Grade Center	10:00 am 12:30 pm 3:00 pm	Warner Taylor and Rebecca Woodham
<b>Thursday, May 7, 2020</b>		
Creating Content Using Relay	9:00 am 11:30 am 2:00 pm	Beth Bourgeois Todd Tolar
Student Engagement: Using Microsoft Teams	10:00 am 12:30 pm 3:00 pm	Rayanne Daniels and Lynn Schmidt

## **Attachment G: Fall Faculty Professional Development Email**

Good morning everyone!

Our Faculty Professional Development is following the same model as our College-Wide Virtual Institute. A HUGE thank you to the professional development committee, distance learning committee, and ITS staff for creating our first Faculty Virtual Fall Professional Development. There are several presentations available on engaging our students, using new instructional tools, and the new ERP (OneACCS).

The individual presentations for faculty professional development include:

- Removing Barriers for Students Using Ally
- OneACCS Faculty and Advisor Self-Service Banner (SSB)
- Distance Learning Standards for Fall 2020
- Proctorio (3 videos)
  - A Student Guide – A video that presents what students see and do to take an exam in Proctorio
  - A Faculty Guide – A video that presents the options available with Proctorio Remote Proctoring
  - Tips and Tricks – A video that presents tips, tricks, issues, and best practices for using Proctorio
- Student Engagement
  - Blackboard Collaborate 101
  - Using Discussion Board, Groups, Journals, Blogs, and Wikis (from May PD)
  - Using Microsoft Teams (from May PD)
  - Creating Content (from May PD)
- TechSmith Knowmia
  - Knowmia 101: How to Add and Edit Video
  - Knowmia 102: How to Add Quiz Questions and Conversations to Videos
  - Knowmia 103: How to Add a Link in Blackboard to Knowmia Videos
  - Knowmia 104a: Moving Existing Videos to Knowmia (On-Campus Instructions)
  - Knowmia 104b: Moving Existing Videos to Knowmia (Off-Campus Instructions)
  - Knowmia 201: Adding, Editing, and Publishing Captions to Video
  - Knowmia 202: Video Analytics
- Introduction to Quality Matters

All faculty are required to watch **four (4)** of the presentations by end of day **Tuesday, August 18, 2020**.

One of the four presentations that **all faculty** are required to watch is the **Removing Barriers for Students Using Ally**. This is a system-wide initiative that will begin sometime during Fall semester.

In addition, faculty teaching online, hybrid, or virtual/synchronous courses are required to watch three videos that include **Distance Learning Standards for Fall 2020, Proctorio – Tips & Tricks, and Blackboard Collaborate 101**. (These three plus the Removing Barriers for Students Using Ally would complete the 4 presentations requirement).

To get started, please use the following link that will lead you to the ITS Media Page. <http://media.wallace.edu/its/>  
The presentations are listed as Fall 2020 Faculty Only under the Professional Development Heading.

Finally, I will be sending out a video faculty meeting link in the morning that will share specific information about Fall 2020. Thank you again for all you do!

Leslie Reeder

## **Attachment H: 2018-2019 Perkins V Performance Report**



<b>Core Indicator 4P1 – Percent CTE concentrators employed, in military, or apprenticeship programs in the 2<sup>nd</sup> quarter following the term in which they left ACCS.</b>	
Actual level of performance <b><u>77.38%</u></b>	Targeted level of performance (2017-2018) <b><u>73%</u></b>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	

**Attachment I: 2019-2020 ACCS College  
Performance Report on Career and  
Technical Education Core Indicators**

<b>Core Indicator 1P1 – Percent of CTE concentrators attaining technical skills.</b>	
Actual level of performance <u><b>100%</b></u>	Targeted level of performance (2017-2018) <u><b>94%</b></u>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	
<b>Core Indicator 2P1 – Percent of CTE concentrators receiving an award, industry, or professional organization recognized credential during reporting period.</b>	
Actual level of performance <u><b>70.91%</b></u>	Targeted level of performance (2017-2018) <u><b>65%</b></u>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	
<b>Core Indicator 3P1 – Percent of CTE concentrators who remained enrolled or transferred to another ACCS institution or 4 year college.</b>	
Actual level of performance <u><b>88.27%</b></u>	Targeted level of performance (2017-2018) <u><b>75%</b></u>
<p>A plan for improvement must be provided in the space below for any actual level of performance less than 90% of the targeted level of performance. This improvement plan must be reflected in the modifications to the 2017-2018 College Plan for Career/Technical Education and should be reflected in the 2018-2019 Perkins Basic Grant budget.</p> <p><b>Based on the comparison of actual and targeted levels of performance, the following actions will be taken:</b></p>	

## **Attachment J: Student Recruitment Plan 2018-2019**

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# **WALLACE COMMUNITY COLLEGE**

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## **STUDENT RECRUITMENT PLAN**

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**2018-2019**

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## **FOREWORD**

In order to maintain adequate enrollment in the instructional programs at Wallace Community College (WCC), it is essential that recruitment activities are conducted on a continuous basis. The recruitment function can not be maintained by one person or one group of people, but must be a priority of every employee at WCC. The following Recruitment Plan has been designed to ensure ongoing recruitment efforts, and to involve all members of the WCC team.

As stated in the Statement of Values, Wallace Community College respects the diversity of its student body and recognizes the worth and potential of each student. The College seeks to provide equal opportunities to all individuals without regard to race, creed, religion, color, sex, age, national origin, or disability. The recruitment activities implemented by the College are designed to ensure exposure to information regarding WCC programs and services to a wide array of audiences, including but not limited to high school students, displaced workers, working adults, GED graduates, transient students, dual enrollment students, and ethnically diverse individuals. The objectives and activities outlined in this plan have been developed in an effort to accomplish this goal.

### ***RECRUITMENT OBJECTIVES***

1. By August 31 of each year, to establish and/or enhance a recruitment plan that will effectively identify prospective students and actively encourage them to apply for admissions and enroll at Wallace Community College (WCC).
2. By April 30 of each year, to contact each high school included in the WCC service area in an effort to provide information concerning programs and services offered by the College.
3. By August 31 of each academic year, to ensure the involvement of WCC faculty and staff with the recruiting process.
4. By the end of the Spring term of each year, to enhance the financial aid awareness of prospective WCC students in an effort to increase the likelihood of these students enrolling at the College.
5. By the beginning of each academic term, to distribute information about WCC to area businesses/industries, WCC Adult Education completers, churches, and the community at large.
6. By April 30 of each year, to strengthen the rapport between WCC faculty/staff and area high school counselors and instructors.
7. By May 31 of each year, to increase the presence of prospective students on all campuses and sites of Wallace Community College by scheduling campus tours with high schools, civic organizations, churches, and businesses.
8. By August 31 of each year, to assess the effectiveness of the Wallace Community College Student Recruitment Plan; to document all recruiting activities conducted during the academic year.

**OBJECTIVE 1**

**By August 31 of each year, to establish and/or enhance a recruitment plan that will effectively identify prospective students and encourage them to apply for admissions and enroll at Wallace Community College (WCC).**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Establish a Recruitment Team comprised of WCC Recruiters and personnel from all locations. The Recruitment Team should include members of the faculty and staff who are of different races and genders. <b>See Attachment A: Recruitment Team Members</b>	Recruiters	June/Annually
Develop a comprehensive recruitment plan.	Recruiters	July/Annually
Conduct orientation for members of the Recruitment Team and other staff.	Recruiters	August/Annually



**OBJECTIVE 2**

**By April 30 of each year, to contact each high school included in the WCC service area in an effort to provide information concerning programs and services offered by the College.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Contact each high school in the WCC service area to obtain the following information: <ul style="list-style-type: none"> <li>- update roster of Counselors, Principals, Superintendents and vocational staff;</li> <li>- school contacts for scheduling visits/activities.</li> </ul> <b>See Attachment B: Directory of High School Personnel</b>	Secretary of Student Affairs Recruiters	September 15
Compile comprehensive roster of high school personnel and distribute to appropriate WCC faculty/staff.	Secretary of Student Affairs	October 1
Schedule courtesy visits to area Superintendents. Send follow-up thank you letters to area Superintendents.	President Dean of Student Affairs	As needed
Provide each high school with updated information on programs and services at WCC (catalogs, brochures, financial aid applications and information, applications, etc.).	Recruitment Team Recruiters	January March October November
Schedule recruitment visits to each high school in the WCC service area. Obtain the names and addresses of interested students. Provide names to Student Affairs for contact. <b>See Attachment C: Recruitment Assignments</b>	Recruitment Team Recruiters	January March October November (pending career day schedules)
Establish tentative recruitment dates in order to coordinate travel schedule.	Recruiters Faculty	January October

Mail flyers to area high school announcing activities and special interest courses at WCC.	Recruiters	As scheduled
Schedule senior trips to WCC for campus tours.	Recruiters	Continuous
Send courtesy letters and correspondences to prospective students. <b>See Appendix D for sample documents.</b>	Recruiters Student Affairs Staff	Continuous

**OBJECTIVE 3**

**By August 31 of each academic year, to ensure the involvement of WCC faculty and staff with the recruiting process.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Phone/visit high school vocational instructors. Visits may be coordinated with recruiters, or other staff.	Faculty	In-service days
Schedule program activities and competitions involving high school students.	Recruiters Faculty	Ongoing
Write letters to prospective students who were contacted during visits. <b>See Appendix D for sample.</b>	Faculty	As needed

**OBJECTIVE 4**

**By the end of the spring term of each year to enhance the financial aid awareness of prospective WCC students in an effort to increase the likelihood of these students enrolling at the College.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Conduct a financial aid training session for Student Affairs staff.	Financial Director Aid	November
Schedule financial aid information sessions for students.	Financial Director Recruiters Aid	January/February
Conduct financial aid counseling sessions for all prospective students. - Distribute information regarding financial aid opportunities. - Complete financial aid forms. - Disseminate scholarship applications. - Assist students in completing scholarship applications.	Financial Director Recruiters Aid	January – March

**OBJECTIVE 5**

**By the beginning of each academic term, to distribute information about WCC to area businesses/industries, WCC Adult Education completers, churches, and the community at large.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Develop WCC class schedule for distribution to WCC Service area.	Public Relations Director	Each Term
Distribute WCC Class Schedule.	Recruiters Staff	Each Term or when applicable
Distribute WCC Flyers to: <ul style="list-style-type: none"> <li>- Business/Industry</li> <li>- Churches</li> <li>- Adult Education Program</li> <li>- GED Graduation</li> <li>- Community at large</li> </ul>	Recruiters Staff	Each Term
Establish a community liaison for each WCC service area. Liaisons should include person from diverse ethnic backgrounds.	Recruiters	September/Annually
Develop recruitment activities for each term. Communicate to applicable staff through FYI and college-wide e-mails. <b>See Attachment E: Sample Recruitment Activities</b>	Recruiters	Each Term

**OBJECTIVE 6**

**By April 30 of each year, to strengthen the rapport between WCC faculty/staff and area high school counselors and instructors.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Schedule Counselor/Vocational Instructor Workshops	Recruiters	Fall Semester
Coordinate campus visits that will include career technical instructors.	Recruiters Faculty	Ongoing

**OBJECTIVE 7**

**By May 31 of each year, to increase the presence of prospective students on all campuses of Wallace Community College by scheduling campus tours with high schools, civic organizations, churches, and businesses.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
All personnel who visit an area high school or community organization should extend an invitation to conduct a campus tour.	Staff	Ongoing
Schedule luncheons involving area ministers, educators, and other community leaders and include a campus tour as an option.	Staff Dean of Student Affairs	Ongoing
Develop/enhance a Web campus tour request process to enable students to request tour of campus via the College's Web site.	Recruiters	Ongoing
Conduct Campus tours as appropriate.	Recruiters/staff	Ongoing

**OBJECTIVE 8**

**By August 31 of each year, to assess the effectiveness of the Wallace Community College Student Recruitment Plan; to document all recruiting activities conducted during the academic year.**

<b>ACTIVITY</b>	<b>PERSONNEL RESPONSIBLE</b>	<b>TIME FRAME</b>
Document the total number of students enrolled at WCC, and compare it to the total number of students enrolled in the previous year for the same term. <b>See Attachment F: Recruitment Forms.</b>	Dean of Student Affairs Recruiters Institutional Research Division	Each Term
Record enrollment data in the WCC Facts Book.	Institutional Research Division	August
Revise the Recruitment Plan where needed. Develop appropriate list of activities. <b>See Attachment E for list of activities.</b>	Dean of Student Affairs Recruitment Team Recruiters	May
Develop a Recruiting Annual Report to be presented to the Administrative Council and shared with faculty and staff.	Recruiters	November
Document each contact made. Report should be sent to the Dean of Student Affairs and President annually. <b>See Attachment F: Recruitment Forms.</b>	Recruiters	Monthly Each Term Annually in conjunction with planning activities
Keep sample copies of all correspondence. Copies should be maintained by the Student Affairs division.	Recruiters Student Affairs	Continuous
Keep copies of flyers sent to schools.	Recruiters	Continuous
Document the names and addresses of students interested in WCC from each high school and recruitment opportunity. Forward copies to Student Affairs division for processing.	Staff Recruiters	To be obtained from scheduled recruiting visits and career day activities.



## **Attachment A**

### **Recruitment Team Members**

**ATTACHMENT A****RECRUITMENT TEAM MEMBERS**

**The Recruitment Personnel at the College solicits assistance from faculty and staff members in carrying out the recruitment activities. Members identified will become members of the college's recruitment team and will be called upon as needed. The recruitment personnel at the college is inclusive of the following individuals:**

<b>Name</b>	<b>Race</b>	<b>Gender</b>	<b>College Ext.</b>
Cox, Madison	White	Female	2459
Wiggins, Mary	African American	Female	2471

## **Attachment B**

### **Directory of High School Personnel**

## **Attachment C**

### **Recruitment Assignments**

## **Attachment D**

### **SAMPLE DOCUMENTS**

## **Attachment E**

### **SAMPLE RECRUITMENT ACTIVITIES**

## SAMPLE RECRUITMENT ACTIVITIES

The activities included in the following list are examples of activities that may be carried out during the academic year. The list is not meant to be all inclusive and does not limit recruiters from implementing additional activities.

<b>Activity</b>	<b>Suggested Schedule</b>
Letters to prospective students	On-going
Disseminate scholarship forms	January
Campus tours	Spring and as requested
Postcards and letters	On-going
Reminder of Scholarship Deadline	February
Graduation Post Cards	May
Counselor Workshop	Fall Semester
Schedule individual tours	Summer
Attend community Activities	On-going
Attend College Fairs	Fall
Follow-ups to prospective students	Summer
Preview Days	October-November, January-February
Attend GED Graduation – Disseminate literature	As scheduled
Attend Chamber Functions	As scheduled
Brochures to Churches, community	Spring and as needed

## **Attachment K: WCCD Community Organization Membership**



## **Wallace Community College – Dothan Community Organization Membership**

4-H Advisory Committee  
Abbeville Boys and Girls Club Board Member  
Abbeville Chamber of Commerce  
Advisory Board Flowers Hospital Surgical Technology Program, Member  
Alabama Association of Colleges and Employers  
Alabama Community College Conference Men's Director of Athletics  
Alabama Community College Conference Student-Athlete Leadership Council  
Ex-Officio member  
Alabama Community College Presidents' Association  
Alabama Testing Professional Association.  
ALAIR – Alabama Association for Institutional Research  
Alfred Saliba Family Services Center, Board of Directors  
American Association of Community Colleges  
Art 24 Project Volunteer, Wiregrass Museum of Art, Volunteer  
Association of the US Army (AUSA)  
Autism Society of Alabama  
Barbour County Children's Policy Council  
Barbour County Extension Cooperative Coalition  
Barbour County Groundwater Festival Board of Directors  
Barbour County High School Counselor's Advisory Board  
Barbour County/Eufaula Chamber of Commerce Board  
Be the Match Foundation, Volunteer  
Board of Directors, Dothan Area Chamber of Commerce (former member)  
Camerata Club  
Casa of Wiregrass Board Member  
Chattahoochee Valley Tres Dias, Chair  
Children of New York Firemen and Police Officers of New York  
Club Beyond, Volunteer  
Community Advisory Board, Wiregrass Museum of Art,  
Community Outreach, FUMC, Volunteer  
Council for Alabama Resource Development  
Council for Higher Education Accreditation (CHEA)  
Department of Human Resources Job Task Force Board Member  
Dothan Area Young Professionals.  
Dothan Houston County Library System, Board of Directors  
Dothan Rotary  
Dothan Technology Center Graphic Arts Advisory Board  
Dothan Technology Center Workforce Advisory Committee  
Economic Development Association of Alabama  
Eufaula Census Committee  
Eufaula High School Workforce Advisory Committee  
Flowers Hospital Young Professional Board Member  
Friends of the Library – Ozark  
Gideon's International member  
Grow Dothan  
Grow Southeast Alabama

## **Wallace Community College – Dothan Community Organization Membership**

Headland United Methodist Church Finance Committee  
Henry County School System Career & Technology Advisory Board Member  
Henry County Workforce Advisory Committee  
Historic Downtown Dothan Business Association  
Hits for Heroes  
Houston County Youth Leadership Dothan Steering Committee  
Leadership Alabama  
Leadership Barbour  
Light of the World Ministries  
Muscular Dystrophy Association, Volunteer  
New York Mets Foundation for Widows  
Outstanding Children of Praise (Ozark)  
Public Affairs Research Council of Alabama (PARCA)  
Red Cross Disaster, Volunteer  
Rickey Shirley Music Foundation, Board of Directors  
SACCR – Southeastern Association for Community College Research  
Southeast Alabama A&M University Alumni Chapter  
Southeast Alabama Child Advocacy Center, Board Member  
Southeast Alabama Community Action Partnership (Ex-Board Member)  
Southeast Worlds of Work  
Southern Association of Colleges with Associate Degrees (SACAD)  
The Alternative Program (TAP)  
Wiregrass Auburn Club, Member  
Wiregrass Forum  
Wiregrass Human Resources Management Association  
Wiregrass United Way Funds Distribution Committee  
Wiregrass United Way, Volunteer  
Wounded Warriors  
Youth Leadership Barbour Advisory Council

## **Attachment L: WCCD Service Learning Projects and Activities**

## **Wallace Community College – Dothan (WCCD) Service Learning Projects and Activities**

Prepared Valentine cards for area children and elders hospitalized and in long term care facilities.

Made and signed over 100 Christmas cards to be delivered to active, deployed troops.

Operated a water station for the Alzheimer's Resource Center Annual Fundraiser, *A Walk to Remember* and a WCCD team participated in the event.

Held a *Lemonade Stand* fundraiser on the Wallace and Sparks Campuses for Libby's Light, Inc. to benefit childhood cancer.

Collected and distributed bottled water during the *Dothan Diabetes WALK for Camp Seale Harris*.

Participated in the *Clean Home Alabama* initiative.

Partnered with Dothan Police Department to host a *Rape Awareness and Defense Course* for the Wiregrass area.

Adopted a local heart-transplant child for Christmas.

Participated in Dothan Area Chamber of Commerce, *Spirit of Service Day*.

Hosted a Leadership Summit for the College's service area high schools.

Partnered with SpectraCare to host a health fair, *Love our Health* for the service area

Collected gently used children's books for the Wiregrass Children's Home.

Collected hygiene supplies for the Samaritan Clinic to benefit the homeless.

## **Attachment M: WCCD Public and Private Partnerships**



# Wallace Community College-Dothan Public and Private Partnerships 2019-20

December 2020

- The College partners with various local physicians, dentists, hospitals, and manufacturing facilities to offer workforce training in dental assisting, eye care assisting, certified nursing assistant, medical coding, and industrial welding. These programs were developed in direct contact with the healthcare and manufacturing community and based on need.
- The Ready-to-Work program is operated through the Alabama Community College System's Workforce Development Department in cooperation with the Alabama Industrial Development Training Institute (AIDT). The program prepares individuals with the education and job skills necessary for employment in today's workplace.
- Extendicare Health Center and Crowne Health Care provide CNA scholarships that guarantee employment at the end of training.
- Wiregrass Electric Cooperative provides a scholarship for the Pre-apprentice Electrical Lineworker program.
- Dothan Utilities and Wiregrass Electric Cooperative provide equipment to assist in removing and setting new light poles for the Pre-apprentice Lineworker program.
- Coleman Worldwide Moving transports the Mobile Welding Unit at no cost to the College.
- Bullock County Development Authority provided \$15,000 to WCCD to purchase equipment and supplies to begin a Certified Nursing Assistant program.
- Bullock County Career Technical Center (BCCTC) provided classroom space for new CNA course in Union Springs.
- Bullock County Hospital donated one hospital bed to the CNA course in Union Springs.
- Southern Springs Healthcare and Rehabilitation facility will sponsor 8 scholarships for the CNA course in Union Springs. The scholarships will guarantee employment at the conclusion of the course.
- The City of Dothan via Dothan Utilities donated a pole trailer to the Pre-apprentice Electrical Lineworker course to assist students in day-to-day training activities.
- Alabama Power donated a bucket truck to the Pre-apprentice Electrical Lineworker course to assist students in day-to-day training activities.
- WCC and Farley Nuclear partnered to host National Manufacturing Day tours for area high school students.
- The Wiregrass Foundation awarded a two-year grant totaling over \$260,000 for the development of a Mental Health Technician short certificate program and addition of de-escalation training to the Nursing program.
- A \$3,500 grant from the Alabama Humanities Foundation funded a program on both campuses featuring Southern writer Tom Franklin.
- \$98,000 from the Corporation for National and Community Service funded an AmeriCorps service program.
- \$78,981 from the Alabama Community College System (ACCS) funded NC-3 enhancements and certification in Applied Engineering.
- ACCS provided \$7,667 for STEAM summer robotics enrichment camps; \$40,000 for Ready to Work; \$27,273 for Career Coach; \$55,048 for a ZSpace Lab serving Career Tech, Academics, & Workforce Development; and \$389,000 for Career Tech Dual Enrollment.
- ACCS provided \$15,000 through the Existing Industries Training Program and \$14,963 for PLC training at Wayne Farms.
- The U.S. Department of Education provided \$40,000 in supplemental funding for Talent Search.
- Southeast Health provided \$45,958 for a ZSpace Mobile Lab for Health Science.
- The U.S. Department of Education awarded a five-year grant totaling \$3,472,605 for TRiO, Student Support Services.
- The Alabama Department of Commerce awarded \$90,838 for Mobile Welding training at the Saliba Center.
- The College maintains a partnership agreement with the Eufaula Housing Authority's YouthBuild program. The federally-funded program serves out-of-school youth between the ages of 16-24 in Barbour County.
- Southeast AlabamaWorks (Region 6 Workforce Development Council) partners with the College to meet workforce development needs through grant submissions and other initiatives. The College also partners with area Chambers of Commerce to meet workforce development needs.
- The College maintains partnership agreements with area schools where dual enrollment courses are offered and where federal work study students provide their services.
- The College offers Adult Education classes at facilities provided by the Alfred Saliba Center, Dothan Career Center, Eufaula Career Center, Eufaula YouthBuild, Headland Chamber of Commerce, Henry County Schools, Houston County Corrections, Sayla Therapeutic Services, S.P.A.N.N. of Houston County, and Town and County Library in Clayton, AL.
- Community partnerships with Student Support Services include the following: TRiO—Wells Fargo; Five Star Credit Union; Regions Bank; Compass Bank; Eufaula Day Care Center; Farley Nuclear Plant; Humminbird; Eufaula Police Dept.; Eufaula Coast Guard; Eufaula Elementary School; Keystone Foods; and Hyundai Plant; Upward Bound—Auburn University Cooperative Extension, Eufaula Pregnancy Resource Center, Cooperative Extension Services, Eufaula Community Center, St. John AME Church, Spectra Care, Barbour County Health Dept., Willy T's, Jack's, Little Caesar, Eufaula High School, Barbour County High School, Bullock County High School, and Abbeville High School. Talent Search—University of Alabama; Alabama State University; UAB; University of Montevallo; Auburn University; Tuskegee University; Columbus Technical College; Troy University SSS; AUM; Troy-Dothan; Alabama Cooperative Extension System/Henry County Office; Boys and Girls Clubs Lake Eufaula, Inc.; Alabama Career System; American Buildings; Alabama Cooperative Extension/Russell County Office; Mt. Olive Baptist Church; *Eufaula Tribune*; *Clayton Record*; *Abbeville Herald*; Eufaula Housing Authority; WRVX 97.9 FM; The Clearing House of Barbour County; and Communities of Transformation.
- Business and industry representatives serve on advisory councils for WCC Career Tech and Health Science programs.



- Student internships and co-ops are offered by partner business and industries: Humminbird, Jim Whaley Tires, Michelin, Tyson Foods, and a number of automotive dealerships in the region.
- Various businesses and industries partner with the College to create degree, certificate, and/or industry-certified training programs and/or support program expansions and equipment upgrades through grant projects: Atlantic & Southern Equipment, LLC.; Four Star Freight Liner; John Deere; SunSouth; Wayne Farms; Utility Trailer Manufacturing Co; Alabama College of Osteopathic Medicine; Dothan Specialty Clinic; Enterprise Medical Clinic; Flowers Hospital; and Southeast Alabama Medical Center.
- Partner businesses and industries donate materials and supplies to specific program areas: ACARE, AES Mechanical, American Buildings, Baker Distributing Company, Covenant Steel, MAHA USA, Michelin, Plant Farley, Qualico Steel, and Tyson Foods.
- Partnerships with the Alabama College of Osteopathic Medicine (ACOM), WCCD, and Troy University provide joint activities for Health Science students at WCCD, medical students at ACOM, and social work students at Troy.
- Affiliation agreements with area physicians and hospitals provide internship and clinical experiences for Health Science students and employment opportunities following graduation. In Dothan, Flowers Hospital, Noland Hospital, and Encompass Health provide acute care experiences, while facilities such as Extendicare, Wesley Place, and Westside Terrace provide long-term care experiences for students. Various physicians' offices, urgent care clinics, and laboratories also assist with clinical experiences needed by various health programs.
- The WCC baseball program annually partners with *Hits for Heroes* to benefit the Wounded Warriors organization.
- The Wallace Association of Nursing Students annually partners with the *Sandi McCool Champions of Hope* event.
- Rotaract service organization is affiliated with the local Dothan Rotary Club.
- SpectraCare and the WCC Student Government Associations have partnered for several substance abuse and mental health workshops.
- The College engages with its area business and industry partners in hosting Career Fairs, Counselor Workshops, and Economic Forums.
- Along with its partners in Region 6, the College partnered with the Wiregrass Works Fair for area 8th graders.
- Eufaula Barbour Chamber of Commerce Golf Tournament raised \$8,000 for the Sparks Foundation.
- \$4.3 million was raised during the WCCD Foundation Capital Campaign. A portion of the funding is earmarked for the Rapid Response Fund to assist students who have lost jobs due to plant closures, downsizing, and jobs lost to overseas.
- WCCD Foundation's Golf "Fore" Education tournament raised \$9,000 from business and industry sponsorship support for Wallace Campus Scholarships.
- WCCD Foundation's annual scholarship fundraiser raised \$62,000 from business and industry sponsorship support for Wallace Campus Scholarships.
- Businesses, industries, and other institutions that contribute to the WCCD Wallace Campus Foundation Scholarship program include Adams Beverages; Alabama College of Osteopathic Medicine; Alfred Saliba Corporation; Ameris Bank; Antique Attic; Arnold Veterinary Hospital; Auto Expo; BBVA Compass; Bob Woodall Air care Systems, Inc.; CAE USA, Inc.; Carpenter, Wiggins, Jordan, Thomas, & Scarborough, PC, CPA; Carroll's Nursery; Celebrations/Lisa Green; Century 21 James Grant Realty; CH2 Development, LLC; Chapter W P.E.O. Sisterhood; Cherry & Irwin, PC; Coffman International; Coleman Worldwide; Commercial Bank of Ozark; Construction Partners, Inc.; Dale Medical Center; Dennis Lee Furniture; Diamond-R-Electric; Dothan Area Chamber of Commerce; Dothan Service League; Dothan Surgery Center; DSI Securities; Durden Outdoors; Encompass Health and Rehabilitation Hospital of Dothan; Extendicare Health & Rehabilitation; Finish Well, LLC; Five Star Credit Union; Flowers Hospital; G. & L. Flowers Foundation; Geneva Family Dentistry, LLC; Goodwyn, Mills, & Cawood, Inc.; Harris Security; Health Center South Medical Tower; HealthSouth Rehabilitation Hospital; Healthwest Dental; HNB First Bank; Hollis & Spann; J & J Linens; Jim Whaley Tires; John Brooks Agency, LLC; Johnston Hinesley, PC; Kirkland Jewelry, Inc.; Larry Blumberg and Associates, Inc.; Law Office of Peter A. McInish; LMC — Lewis M. Carter; Michelin North America; Medical Center Enterprise; MidSouth Bank; National Peanut Festival; New South Cruisers, Inc.; Noland Hospital; PeoplesSouth Bank; The Pepi Companies; Personnel Resources; POLY, Inc.; PushCrankPress, LLC; RealTime, LLC; Regions Bank; Regions Private Management; Register Realty Company; Robert Cannon - AllState Insurance; ServisFirst Bank; Slingshuff United Insurance; Southeast Gas; Southeast Health; SunSouth Bank, SunSouth, LLC; John Deere; Toyota of Dothan; Troy Bank & Trust; Troy Cablevision, Inc.; Troy Regional Medical Center; Velma Tribue-State Farm Insurance; Visit Dothan; Walters Controls; Watson & Downs Investments; Whatley Family Dentistry; Wheelless Development; Wiregrass Electric Cooperative; Wiregrass Foundation; Wiregrass Medical Center; Yellowood.
- Businesses, industries, and other institutions that contribute to the WCCD Sparks Campus Foundation Scholarship program include 22nd State Bank; Alabama Power Company; Alabama Technology Network; Ameris Bank; Antique and Collectors Car Club; Austin Foods, LLC; Barbour Attorneys Association; Billy Lawrence Chevrolet; Boyd Brothers Transportation, Inc.; Dixon Lumber; EBSCO; ECHO Logging, Inc.; Eufaula Barbour County Chamber of Commerce; Eufaula/Georgetown Ministerial Association; Eufaula Oil & Lube; Eufaula Physical Therapy & Wellness; Eufaula Realty, LLC; Gardner Animal Hospital, P.C.; Hartzog & Company; Housing Authority of The City of Eufaula; Humminbird; Jim Whaley Tires, Inc.; Joy Enterprises; Law Office of Albert H. Adams, Jr. PC; Medical Center Barbour; MidSouth Bank; Penn & Seaborn, LLC; R & B Billboards, LLC; River City Grill; Sam Wise State Farm Agency; Surefire Alabama Operations; Tacala Companies; Taylor Farms; Trustmark Bank; Tyson Foods; WestRock; Willy T's, Inc.; Young/Johnston & Associates.

## **Attachment N: WCCD and Sparks Foundation Board Member Roster**



## WALLACE COMMUNITY COLLEGE-DOTHAN FOUNDATION 2020 BOARD OF DIRECTORS

Mr. Beau Benton, III  
President  
Larry Blumberg & Associates  
Dothan, AL

Mr. John Coleman  
Executive VP and General Counsel  
Coleman Worldwide Moving, LLC  
Dothan, AL

Mr. Jim Dennis  
Chief Operating Officer  
Extendicare Health and  
Rehabilitation Center  
Dothan, AL

Mr. Dwight L. Gamble  
President and Chief Executive Officer  
HNB First Bank  
Headland, AL

Mr. Charlie Harper  
Chairman of the Board and President  
The Commercial Bank of Ozark  
Ozark, AL

Mrs. Emily Heersink  
Attorney at Law  
Dothan, AL

Mr. O. Lewis Humphrey  
Retired  
Pensacola, FL

Mr. Peter A. McInish, Esq.  
Attorney at Law  
Dothan, AL

The Honorable David Money  
Henry County Probate Judge  
and Commission Chair  
Abbeville, AL

Mr. Buford Harrison Morris, III  
President and Chief Executive Officer  
ServisFirst Bank  
Dothan, AL

Mr. Charles Owens  
President and Chief Executive Officer  
Construction Partners, Inc.  
Dothan, AL

Mr. Vic Pemberton  
President  
The Pepi Companies  
Dothan, AL

Mr. Robert Rhoades  
President  
Diamond-R-Electric Enterprise,  
AL

Mr. Ron Watson  
Manager  
Watson & Downs Investments  
Dothan, AL

Dr. J. Wade Whatley  
Whatley Family Dentistry, LLC  
Abbeville, AL

Mr. Hugh W. Wheelless, Jr. President  
Wheelless Development, Ltd.  
Dothan, AL

Mrs. Suzanne Woods  
Chief Executive Officer Medical  
Center Enterprise Enterprise,  
AL

### **Emeritus/Emerita Directors**

Dr. James Chasteen  
Retired  
Dothan, AL

Mr. Charles Coggins  
Retired  
Cullman, AL

**WALLACE COMMUNITY COLLEGE-DOTHAN  
SPARKS CAMPUS FOUNDATION  
2020 BOARD OF DIRECTORS**

Mr. Albert Adams  
Attorney  
Eufaula, AL

Mr. Philip W. Clayton  
Director of Economic Development  
Eufaula Barbour County Chamber  
of Commerce  
Eufaula, AL

Mr. Robert M. Dixon, Jr.  
President  
Dixon Lumber Company  
Eufaula, AL

Mr. Grady Hartzog  
Hartzog & Company  
Eufaula, AL

Ms. Mary Foy Kirkland  
President  
Young Johnston & Associates, Inc.  
Eufaula, AL

Mr. Shaun Morris  
Complex General Manager  
Keystone Foods | USA Proteins  
Eufaula, AL

Mr. Ken Novak  
Southeast Division Vice President  
Alabama Power Company  
Eufaula, AL

Mr. Shane Seaborn  
Attorney  
Penn & Seaborn, LLC  
Eufaula, AL

The Honorable L. Bernard Smithart  
Circuit Judge, Barbour/Bullock  
Eufaula, AL

Ms. Laurie White  
Eufaula PT & Wellness  
PT, CHT  
Eufaula, AL

## **Attachment O: Adult Education Data Sources**

Report	Providing Entity	Purpose
WIOA	Us Department of Labor	WIOA is designed to assist job seekers with access to employment, education, training, funding and supportive services.
Budget, monthly expenditures, financial period expenses, ARC overview, Class information, Employee, Performance, WIOA tables, WIOA statewide performance, WIOA helpers, secondary school diploma, High School diploma option Student Reports: Attendance, Primary Test, Secondary TEST, Certification information, GED	AAAESAP	Data Reporting system designed to track, report and manage Adult Education programs throughout the state of Alabama
AL Dept of Labor, Labor Market Information	AL Dept of Labor	Provides information for workforce regions related to employment statistics, workforce development and training
Data-matching reports	National Clearing House	The National Student Clearinghouse is the nation's trusted source for degree verification and enrollment verification and student educational outcomes research.

## **Attachment P: Adult Education Community Partners**

<b>Agency</b>	<b>County</b>	
Abbeville School	Henry	
Alfred Saliba Family Services Center	Houston	
Communities of Transformation	Houston	
Dothan Career Center	Houston	
Easterling Correctional Facility	Barbour	
Eufaula Youth Build	Barbour	
Houston County Corrections	Houston	
Sayla Therapeutic Services	Henry	
The ARC of Dothan	Houston	
Town and Country Library	Barbour	
Ventress Correctional Facility	Barbour	
Wiregrass Rehabilitation Center	Houston	

## **Attachment Q: WCCD 2018-2021 Technology Plan**



WALLACE  
COMMUNITY  
COLLEGE

# **Three-Year Technology Plan (2018-2021)**

Respectfully submitted by the  
2018-2019 Information Technology Resources and Systems Committee



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## NOTICE CONCERNING TECHNOLOGY PLANNING

This plan contains forward-looking statements concerning technology for Wallace Community College Dothan (the College). The state of technology is constantly changing. The technology spending estimated in this document will adjust as budgets increase/decrease and new technology needs arise.

## INTRODUCTION

The College has one main source for technology expenditures, the Technology Fee. The Technology Fee is a \$9 per credit hour per term charge to students for the acquisition and maintenance of technology and technological applications for students. This document focuses on technology expenditures and projects to be purchased from the Technology Fee budget over a three-year period to facilitate college-wide planning. Other budget sources for technology will not be used for planning purposes.

The primary categories of expenditure are:

- Classroom/Instruction,
- Maintenance/Repairs,
- Materials/Supplies,
- Network, PCs/Peripherals,
- Security, Servers, and
- Software.

Priorities are set based on the needs of the College.

Expenditures are marked as recurring or one-time. Examples of recurring expenditures are software-licensing, maintenance/support, services such as internet access, or replacement of hardware based on planned obsolescence of technology. One-time expenditures may also fall into the above categories but typically do not recur on an annual basis. Examples of one-time expenditures are major infrastructure upgrades or purchases of software that have a different initial purchase cost as compared to ongoing licensing/support costs. A detailed listing of projected expenditures is located in the appendices.

## PLANNING ASSUMPTIONS

1. Data storage needs will continue to increase.
2. Resources for Virtual Desktop Infrastructure (VDI) will continue to increase.
3. Demand for Bring Your Own Device (BYOD) will continue to increase.
4. Demand for ITS involvement in creating efficiencies in College processes will continue to increase.

## CURRENT STATE OF TECHNOLOGY

Technology at the College falls into similar categories as technology expenditures: Classroom/Instruction, Network, PCs/Peripherals, Security, Servers, Services, and Software.

The Information Technology Services (ITS) department maintains technology at two campuses, two instructional sites, and more than eight off site locations. At present, the ITS department consists of six full-time and four part-time personnel and supports the following:

- Approximately 67 computer labs,
- 95 classrooms,
- 167 projectors,
- 158 network switches,
- Approximately 2,500 PCs,
- 80 servers, and
- 140 wireless access points.

The College uses planned obsolescence of technology to ensure technology functions at peak capacity and to minimize downtime. The replacement schedule is not a hard and fast rule, but a guideline meant to assist in planning to keep technological functionality at peak levels. Actual replacement cycles are extended or shortened based on performance needs and/or funding.

Replacement schedules (by device type) are:

Office/Lab PCs:	Five years
Servers/Storage:	Five years
Chromebooks*:	Six years
Network Switches:	Seven years
Printers:	Seven years
Wireless Access Points:	Seven years
Zero Clients:	Seven years
Projectors:	Eight years

\* There are only 12 Chromebooks on campus. They are used in the Diesel Mechanic program lab

The College currently has an untenable replacement cycle for computers and other technology equipment. In order to ensure proper technology performance, maintenance schedules for PCs must be spread evenly to prevent issues with funding. Also to prevent issues with funding, the usage of technology resources must be examined and reallocated when necessary.

As a very large percentage of the Technology Fee budget is allocated to software, a full software analysis is performed/updated annually.

## PLAN FOR 2018-2019

The 2018-2019 fiscal year spending focuses on the virtual desktop infrastructure (VDI), PC replacements, networking infrastructure, and security systems.

Through Technology Fee purchases, the virtual desktop system has expanded from 323 to 578 zero clients. (A zero client is a user's station that includes a processor, a monitor and USB ports. Zero clients have no hard drive or other storage capability.) The purchase of 300 zero clients breaks down as follows:

- Sparks Campus in A6 and LPN computer labs.
- Wallace Campus Health Sciences labs (335C and 341C, and 356C) 2016-2017 PCs were replaced with 141 zero clients.
- Wallace Campus Industrial Maintenance.

Currently, the Sparks and Wallace Campus QEP labs, Sparks Campus A6, Sparks Campus LPN, Wallace Campus Rane Hall 110, Wallace Campus Counseling lab and Admissions/Financial Aid labs have been replaced with zero clients. A one-time expenditure will be required to expand licensing for the virtual desktop system.

The College plans to purchase additional servers to support the zero client labs in Health Sciences and other computer labs on the Wallace Campus (purchases are expected to be made during the summer of 2019). This expenditure will be a one-time cost that will also impact recurring cost because of licenses and maintenance support.

An additional 40 PCs will be purchased. Together with the 141 removed from the Health Sciences labs, 181 PCs will be available to replace office PCs purchased in 2010, 2011, and 2012.

The College plans to replace/update existing network switches on both campuses (20 units). This will not only improve the reliability and speed of the network, but will increase visibility into network traffic (addressing security concerns), improve management of PCs (PC imaging), and ensure capacity for possible future initiatives such as Bring Your Own Device (BYOD).

Plans to replace/add firewalls to the College's network at each site and begin encryption of all traffic between campuses will increase security across public networks (auditing requirement). The new equipment also supports a backup Internet connection (provided by Troy Cable), which the College has plans to implement. This will provide failover connectivity for critical services such as LMS, ERP, and email.

The College will begin to refresh the wireless infrastructure by replacing outdated equipment. The current wireless infrastructure was purchased during the 2013-2014 budget year. The first

phase will include purchasing 20 Cisco Meraki access points at an estimated cost of \$21,000. The second phrase will consist of purchasing access points over the next several years to replace all access points.

New security cameras will be purchased this budget year to refresh old analog security cameras on the both campuses. ITS will continue to expand the security camera coverage on both campuses to provide a safer environment for students, faculty, and staff.

With the increased phishing attacks the College has experienced over the last few years, the College has elected to purchase security awareness training from KnowBe4.com. This training will raise the security awareness for all employees and help educate everyone on the importance of technology security for the College. This is a three-year contract at a cost of almost \$15,000.

The College will continue migrating all employee email to Office 365. Migration is expected to be completed in the summer of 2019. This migration will result in recuperated storage which will be used for continued storage expansion.

## PLAN FOR 2019-2020

The 2019-2020 fiscal year focuses on the virtual desktop infrastructure (VDI), PC replacements, and new firewall/router equipment.

The virtual desktop system will continue to expand through Technology Fee purchases, expanding from 578 to 801 zero clients. Zero clients are planned for Sparks Campus A2, A3, and the LRC; and Wallace Campus Wallace Hall 207, Wallace Hall 215, and CIS labs in the Computer Technology Center (CTC).

Approximately 100 office PCs will be purchased through Technology Fees to continue the planned obsolescence cycle. These replacements will keep equipment operating at peak performance. This begins a regular replacement cycle for office PCs and evenly spreads funding requirements over a five-year period, meeting replacement schedules.

The security camera system replacement and expansion will continue. Outdated cameras will be replaced and coverage area will be expanded for both campuses.

Networking/infrastructure maintenance for planned obsolescence continues on a smaller scale; entering a regular replacement cycle.



## PLAN FOR 2020-2021

The 2020-2021 fiscal year will focus on the continuing the expansion of the virtual desktop infrastructure (VDI), replacement of core infrastructure (main firewall/router), PC replacements, expanding storage infrastructure, and expanding wireless infrastructure.

The virtual desktop system will continue to expand through Technology Fee purchases. The plan is to expand from 801 to 970 zero clients. Zero clients are planned for CTC 101/102 and Grimsley Hall Testing lab. The Health Science Radiology Technology lab will be replaced with full PCs due to software requirements, unless other technology is available at the time.

Approximately 100 office PCs will be purchased through Technology Fees to continue the planned obsolescence cycle and keep equipment operating at peak performance.

The IBM V7000 Storage Area Network (SAN) is due for replacement during this fiscal year. This is the primary storage for the College and this replacement will reduce maintenance costs and increase reliability.

Networking/infrastructure maintenance for planned obsolescence continues on a smaller scale, entering a regular replacement cycle.

## APPENDIX

### 2018-2019 BUDGET BY CATEGORY (TECHNOLOGY FEE ITEMS ONLY)

Description	Category	Budget	Recurring ?
Maintenance and Repairs	Maintenance/Repairs	40,000	NO
Materials and Supplies	Materials/Supplies	30,000	NO
Switch Replacements	Network	25,000	NO
SmartNet (Cisco Maintenance)	Network	45,000	YES
Inter-campus Communications	Network	35,000	YES
Wireless Refresh	Network	21,000	YES
Phone System CUWL Standard	Network	2,000	YES
Attendant Console	Network	500	YES
	<b>Network Total</b>	<b>12,8500</b>	
Annual PC Replacements	PCs/Peripherals	95,000	YES
Zero Client Lab Replacements	PCs/Peripherals	65,000	YES
	<b>PCs/Peripherals Total</b>	<b>160,000</b>	
Emergency Alert Software	Security	7,000	YES
AD360 Auditing Software	Security	5,000	YES
	<b>Security Total</b>	<b>12,000</b>	
Cisco UCS Blade servers	Servers	75,000	NO
AS400/Maintenance & New System	Servers	40,500	YES
VMWare Servers and VDI	Servers	85,000	YES
Backup infrastructure	Servers	20,000	YES
IBM SAN Support V7000	Servers	20,000	YES
	<b>Servers Total</b>	<b>240,500</b>	
MS Campus Agreement	Software	38,000	YES
Learning Management System (Blackboard)	Software	29,000	YES
VMware Horizon licensing expansion (100pk)	Software	25,100	YES
Mimecast	Software	15,000	YES
DAX	Software	13,000	YES
SPOL Licensing	Software	10,000	YES
Testing Software (Respondus)	Software	8,000	YES
Form Software	Software	6,000	YES
EAC Visual Data (Nursing Software for Blackboard)	Software	5,200	YES
Document Imaging (RVI)	Software	5,000	YES
Veeam Backup Software	Software	4,500	YES
Security Camera Software Maintenance	Software	4,000	YES
Fax Server (RightFax)	Software	3,500	YES
Time and Attendance Licensing	Software	3,300	YES
ERP WebSmart Licensing	Software	3,000	YES
Third Party Update Tool (PDQ)	Software	2,850	YES
Maintenance Tracking Software	Software	2,800	YES
Valance	Software	10,000	YES
Security Awareness Training	Software	15,000	Yes
	<b>Software Total</b>	<b>203,250</b>	
	<b>Grand Total</b>	<b>814,250</b>	

## 2019-2020 PROPOSED BUDGET BY CATEGORY (TECHNOLOGY FEE ITEMS ONLY)

Description	Category	Budget	Recurring ?
Maintenance and Repairs	Maintenance/Repairs	40,000	NO
Materials and Supplies	Materials/Supplies	30,000	NO
Network Switch Replacements	Network	72,000	NO
SmartNet (Cisco Maintenance)	Network	47,000	YES
Intercampus Communications	Network	26,000	YES
Backup Internet/Intercampus	Network	7,500	YES
Phone System CUWL Standard	Network	2,000	YES
Attendant Console	Network	600	YES
	<b>Network Total</b>	<b>155,100</b>	
Annual PC Replacements	PCs/Peripherals	120,000	YES
Zero Client Lab Replacements	PCs/Peripherals	58,000	YES
	<b>PCs/Peripherals Total</b>	<b>178,000</b>	
Security Camera	Security	25,000	NO
Emergency Alert Software	Security	7,500	YES
AD360 Auditing Software	Security	5,500	YES
	<b>Security Total</b>	<b>38,000</b>	
Replace IBM V7000 SAN	Servers	80,000	NO
IBM AS400 Replacement	Servers	32,000	NO
	<b>Servers Total</b>	<b>112,000</b>	
Learning Management System (Blackboard)	Software	97,000	YES
MS Campus Agreement	Software	40,000	YES
VMware Horizon licensing expansion	Software	35,000	YES
Mimecast	Software	15,000	YES
DAX	Software	13,000	YES
SPOL Licensing	Software	10,000	YES
Testing Software (Respondus)	Software	8,000	YES
Form Software	Software	6,000	YES
EAC Visual Data (Nursing Software for Blackboard)	Software	5,200	YES
Veeam Backup Software	Software	5,000	YES
Document Imaging (RVI)	Software	5,000	YES
Security Camera Software Maintenance	Software	4,000	YES
Fax Server (RightFax)	Software	3,500	YES
Time and Attendance Licensing	Software	3,300	YES
ERP WebSmart Licensing	Software	3,000	YES
Third Party Update Tool (PDQ)	Software	2,850	YES
Maintenance Tracking Software	Software	2,800	YES
Monitoring Software (WUG)	Software	2,200	YES
Digital Signage Subscription	Software	1,200	YES
	<b>Software Total</b>	<b>262,050</b>	
	<b>Grand Total</b>	<b>815,150</b>	

## 2020-2021 PROPOSED BUDGET BY CATEGORY (TECHNOLOGY FEE ITEMS ONLY)

Description	Category	Budget	Recurring ?
Maintenance and Repairs	Maintenance/Repairs	40,000	NO
Materials and Supplies	Materials/Supplies	20,000	NO
Network Switch Replacements	Network	66,200	NO
Additional Servers to support VDI	Network	50,000	NO
SmartNet (Cisco Maintenance)	Network	47,000	YES
Intercampus Communications	Network	35,000	YES
WIFI refresh	Network	22,000	YES
Backup Hardware support	Network	7,500	YES
Phone System CUWL Standard	Network	2,000	YES
Attendant Console	Network	600	YES
	<b>Network Total</b>	<b>230,300</b>	
Annual PC Replacements	PCs/Peripherals	125,000	YES
Zero Client Lab Replacements	PCs/Peripherals	56,200	YES
	<b>PCs/Peripherals Total</b>	<b>181,200</b>	
Emergency Alert Software	Security	7,500	YES
AD360 Auditing Software	Security	5,500	YES
	<b>Security Total</b>	<b>13,000</b>	
Replace IBM V7000 SAN	Servers	80,000	NO
	<b>Servers Total</b>	<b>80,000</b>	
Learning Management System (Blackboard)	Software	97,000	YES
MS Campus Agreement	Software	40,000	YES
AS400 New system final payment	Software	32,000	YES
Mimecast	Software	15,000	YES
DAX	Software	13,000	YES
SPOL Licensing	Software	10,000	YES
Testing Software (Respondus)	Software	8,000	YES
Form Software	Software	6,000	YES
EAC Visual Data (Nursing Software for Blackboard)	Software	5,200	YES
Veeam Backup Software	Software	5,000	YES
Document Imaging (RVI)	Software	5,000	YES
Fax Server (RightFax)	Software	3,500	YES
Third Party Update Tool (PDQ)	Software	3,000	YES
ERP WebSmart Licensing	Software	3,000	YES
Maintenance Tracking Software	Software	2,800	YES
Monitoring Software (WUG)	Software	2,200	NO
	<b>Software Total</b>	<b>250,700</b>	
	<b>Grand Total</b>	<b>815,200</b>	

**INFORMATION TECHNOLOGY RESOURCES AND SYSTEMS COMMITTEE  
2018-2019 MEMBERSHIP**

Sanders, Lisa - Chair  
Kelly, Mark - Vice Chair  
Bridges, Laura - Recorder  
Brannon, Angila  
Craig, Laricia  
Greene, Amy  
Jouvenas, Anthony  
Lamere, Lynn  
Lanier, Mandy  
Pinyan, Phillip  
Saulsberry, Keith  
Wyckoff, Elizabeth  
Lambert, Laney - Student Representative  
Mitchell, Tevin - Student Representative  
Adkinson, Patrick - Administrative Liaison, non-voting  
Nicholas, Marc - Dean, non-voting

## **Attachment R: WCCD Spring 2020 Survey**

Wallace Community College  
Spring 2020, SURVEY 204 Institutional Services Survey SP2020 Section

**There were: 474 possible respondents.**

	Question Text	N	Top Two	Wallace	Speaks		
1	Campus Location	222		81% (179)	19% (43)		
2	FT, Adjunct Faculty or Staff	221		FT Fac	Adj Fac	Staff	
				43% (95)	23% (50)	34% (76)	
				Str Agree	Agree	Disagree	N/A
55	ITS - I can call the WCC Helpdesk for all technology needs	219	99% (214)	63% (138)	35% (76)	1% (2)	0% (0)
56	WCC Helpdesk staff is courteous and helpful	219	97% (208)	64% (140)	31% (68)	3% (6)	0% (1)
57	My WCC Helpdesk requests	219	98% (203)	56% (122)	37% (81)	2% (5)	0% (0)
58	Instructional technology availability is adequate	219	96% (184)	47% (104)	37% (80)	3% (7)	0% (1)
59	Blackboard support is adequate	219	93% (165)	38% (84)	37% (81)	5% (11)	0% (1)
60	College email system is reliable	219	98% (213)	57% (124)	41% (89)	1% (3)	0% (1)
61	Computer equipment meets my needs	219	93% (194)	46% (101)	42% (93)	5% (11)	1% (3)
62	Training on technology meets needs	219	90% (188)	40% (88)	46% (100)	7% (15)	2% (5)
63	Network speeds are adequate for my needs	219	98% (204)	42% (93)	51% (111)	2% (5)	0% (0)
64	Technology planning assistance is adequate	219	96% (182)	39% (86)	44% (96)	3% (7)	0% (1)

## **Attachment S: Planned Capital Projects**



## **GEORGE C. WALLACE COMMUNITY COLLEGE, DOTHAN PLANNED CAPITAL PROJECTS**

### **IMMEDIATE CAPITAL REQUIREMENTS YEAR 1 (2021–2022)**

**DEFERRED MAINTENANCE -- MODIFY DRAINAGE STRUCTURES, WALLACE AND SPARKS CAMPUS.** This project, Institutional Priority 1, constructs adequate storm water runoff management structures including detention ponds, drainage cross connections and terracing of College owned but leased agricultural fields. This project will eliminate the flooding which is increasingly occurring on the southeastern portion of the campus. Most of the existing drainage system predates the College and changes in use and configuration of surrounding areas have increased the College's susceptibility to flooding and property damage. This project will require significant hydraulic modeling and permitting to ensure the solution will meet current conditions. Estimated cost -\$1,294,066

**DEFERRED MAINTENANCE – ROADS AND PARKING LOT RESURFACED– WALLACE CAMPUS-** This project, Institutional Priority 2, provides resurfacing, drainage improvements, new striping, layouts for the main student parking areas and all roads on the Wallace Campus to maximize parking capacity, eliminate unsafe conditions, and maintain paved areas. This project will increase the serviceability and useful life of parking areas on the Wallace Campus. Estimated cost - \$1,752,516

**DEFERRED MAINTENANCE – RE-SEAL ROADS, PARKING LOTS, RESTRIPE, PAINT, AND UPDATE ADA PARKING ON SPARKS CAMPUS** This project, Institutional Priority 3, provides re-sealing of the roads and parking lots to reduce the erosion of the existing surfaces. The re-striping of parking spaces and ADA locations will also be required. The re-sealing project will also enhance the appearance of the campus. Estimated cost - \$101,000

**MAJOR CAPITAL EQUIPMENT – PURCHASE AND INSTALL EMERGENCY GENERATOR FOR "A" BUILDING - SPARKS CAMPUS and COMPUTER TECHNOLOGY CENTER - WALLACE CAMPUS AND REPLACE CURRENT DIESEL GENERATOR TO NATURAL GAS** - This project, Institutional Priority 4, purchases and installs emergency generators with automatic controls in the main administrative building at each campus. These generators will provide uninterrupted electric power to critical buildings during power outage conditions. With the changes in online and distance learning the server rooms are more critical to the operations and success of the college. Estimated cost - \$300,000

**RENOVATION – REPLACE PASSENGER ELEVATOR – SCIENCE BUILDING AND WALLACE HALL– WALLACE CAMPUS.** This project, Institutional Priority 5, replaces the obsolete and failure prone, 2 floor, 2500-pound capacity hydraulic elevator with a modern reliable unit meeting all current life safety and handicapped accessibility code requirements. Estimated cost -\$210,000

**BUILDING RENOVATION –BEVILL CENTER INTO THE ADMINISTRATION BUILDING FOR THE SPARKS CAMPUS –** This project, Institutional Priority 6 is to renovate the Bevill Center to become the campus Dean's office and all administration offices and to become the face of the College for all administrative services and LRC. Estimated cost -\$500,000

**NEW CONSTRUCTION – EXPANSION OF WELDING TECHNOLOGY BUILDING AT THE WALLACE CAMPUS --** This project, Institutional Priority 7, encloses the overhead

crane and the west end of the current structure. It also adds room for a planned robotic welding program while extending the metal preparation area. Also, expected enrollment increases as job market expands. Estimated cost -\$350,000

## **INTERMEDIATE CAPITAL REQUIREMENTS –YEAR 2 (2022-2023)**

**RENOVATION – REPLACE INTERIOR ELECTRICAL SYSTEM, “A” BUILDING – SPARKS CAMPUS** This project, Institutional Priority 1, replaces the 40-year-old, outdated, non-code compliant interior electric distribution system in “A” building with a modern, adequately grounded and protected system which meets current code requirements and provides for the safe operation of current instructional technology equipment including computers. Lighting will also be evaluated in this project for efficiency and applicability. Estimated cost - \$300,000

**NEW CONSTRUCTION - TRAINING for INDUSTRY BUILDING – WALLACE CAMPUS –** This project, Institutional Priority 2, constructs a 6,000 sf building with an open multi-use floor plan for short term training needs in the Dothan area. The design is a modern, open floor plan building containing classrooms, and industrial laboratory and offices to support the College’s local industry training requirements. There is currently no facility dedicated to meeting these needs. The building will be located to the north of the Refrigeration & Air Conditioning/ Electrical Technology Building and to the west of the new Welding Technology Building. Estimated cost -\$1,200,000

**NEW CONSTRUCTION – RECORDS STORAGE AND SECURITY BUILDING – WALLACE CAMPUS.** This project, Institutional Priority 3, will serve as a new and consolidated records storage facility for critical documentation with conditioned areas to extend the life of these documents and provide a secure location on the Wallace campus. Estimated cost -\$425,000

**REPLACEMENT OF HVAC CHILLERS, BOILERS AND MAJOR COMPONENT – WALLACE CAMPUS –** This project, Institutional Priority 4, include three major chiller replacements at Cherry Hall, Cunningham and Computer Technology Center. The major boiler replacements are Cherry, Cunningham, Computer Technology Center and Rane Hall. Estimated cost - \$950,000

**FACILITY RENEWAL - DEMOLITION OF OBSOLETE STRUCTURES – WALLACE CAMPUS –** This project, Institutional Priority 5, continues the systematic demolition of deteriorated and obsolete structures by demolishing the Frame Shop. The continued demolition of failed and obsolete structures provides valuable clear space already served by utilities, parking and roadways for future construction to meet enrollment growth. Estimated cost - \$60,000