

Lawson State COMMUNITY COLLEGE

Unit Plan Annual Narrative

Department/Unit: Career/Technical Education

Unit Administrator: Charles Murray

Date: 06/13/07

A. Unit Description

a. Connection of the unit to the institution's role and mission:

Career/Technical programs at Lawson State Community College are dedicated to providing accessible, quality, educational opportunities for all students. This past academic year, career/tech had a declared major headcount of 1,265 students. During the same time period there were 238 graduates.

b. Unit Achievements:

Lawson State's Career/Technical programs provide affordable, accessible, lifelong learning opportunities which prepare students for employment, career advancement, and transfer to four-year institutions. The college also provides customized technical education in both credit and noncredit formats for Corporate Services. Introducing career options to high school students is a major focus of the Career/Tech programs. This summer 109 high school students registered for seminars through the 21st Century Advanced Technology Academy. The Academy seminars include; Robotics, Geographic Information Systems (GIS), Automotive Technology, Rapid Prototyping, 3D and Computer Animation, and Automated Manufacturing. This past year the college accommodated 163 high school students with dual enrollment classes. At least 135 of those students were in career/tech programs. The Career/Tech Division included career/tech general education courses in the long-certificates and began offering the related classes on the Bessemer campus.

d. Instructional Units within your division:

The Alabama Center for Automotive Excellence

Willie Lybrand was hired to replace Steve Burget in the GM ASEP program and Darryl Rowe was added as the second instructor in the ABR program. This summer the Center hosted a four-day instructor institute for 40 high school instructors from across the southeast. and is currently hosting three automotive seminars through the 21st Century for Advanced Technology. Some of this year's highlights for the Center include:

- Toyota T-TEN program selected as one of the top 10 in the country
- Todd Berry achieving World Class GM Technician Certification
- The donation of \$250,000 in vehicles to the Toyota program
- Progress on NATEF Certification for the ABR, AUM, and DEM programs
- Close working ties were developed with the Automotive Youth Education System (AYES) high school programs
- Improved relationship with the Birmingham and Alabama Automotive Dealership Associations
- Hosted the SkillsUSA high school automotive competition at the Birmingham/Jefferson Civic Center
- Hosted the Ford/AAA Student Auto Skills competition at the Galleria

- Participated in the Alabama International Auto Show and the World of Wheels Show
- Implemented a statewide recruitment program for the ACAE programs
- Developed a recruitment DVD
- Conducted two sessions at the Summer Workshop for the National Coalition of Advanced Technology Centers

The Occupational/Technical Education Division

Don Sledge serves as chair for this division which has programs on both the Birmingham and Bessemer campuses. This division has redesigned a number of programs to be in tune with today's employment opportunities. Some of the highlights of this division include:

- Purchased equipment for the RTV program to move it away from broadcasting and toward production.
- Hiring a full-time RTV instructor
- Working with Fairfield High School Preparatory Academy to offer Cosmetology and Barbering dual enrollment courses starting this fall
- Worked with Wenonah High School to offer dual enrollment plumbing classes
- Worked with Alabama Power to create a training partnership for prospective employees and to provide facilities for applicant interviews and testing on the Bessemer campus

The Manufacturing and Engineering Division

Nancy Wilson serves as the chair for this division. Some of the highlights for the division include:

- Purchase of \$150,000 in Automated Manufacturing Technology
- Establishing two Advanced Technology Studios in the Millsap Industrial Training Center.
- Offered a new short-certificate in Machine Tool Technology
- Hosted nine seminars for high school students through the 21st Century Advanced Technology Academy
- Purchased \$6,000 in SolidWorks software for a new high school Pre-engineering Academy
- Purchased \$15,000 in computers for the CAD program

B. Unit Effectiveness

a. Staff Description:

Beginning this fall the Career/Technical programs will have 29 full-time instructors and approximately 4 adjunct faculty members. Each instructor meets the requirements of the Department of Postsecondary Education and the Commission on Colleges/Southern Association of Colleges and Schools. Most carry additional certifications relevant to their field of study.

b. Instructional Effectiveness / Student Success:

The career/tech programs had 238 graduates this past academic year. The student learning outcomes developed by the instructors to determine if students were learning critical information has proven very informative and rewarding for the instructors.

c. Support Services Connection & Resource Availability:

Lawson State's library/media center has expanded its career/tech related holdings to contain an excellent supply of reference materials and periodicals for use by students and faculty in researching and updating their knowledge. The Instructors work with each student individually to place him or her in-field. All instructors work to develop and maintain contacts in industry to facilitate placement.

d. Customer Service Ranking:

The career/technical programs provide excellent educations and assist with job placement and follow-up. These two traits have proven to be excellent customer service tools.

C. Value Added

a. Support of the unit to other program and units:

The career/tech faculty work through the Corporate Services division to provide both credit and noncredit classes to employees in business and industry. They also work well within their division to create a cohesiveness which allows students to participate in field trips, specialty seminars and demonstration across programs.

b. Unit Strengths:

The strength of the unit is based on excellent instructors, division chairs and administrators. The unit operates on a matrix which identifies current students, graduating students, and annual schedules. The program Advisory Committees are also a strong component in career/tech along with business and industry partners such as Manufacture Alabama, Alabama Power, U.S. Steel and U.S. Pipe. A number of programs offer certification classes for business and industry employees and each division has an excellent "Can Do" attitude. The unit also maintains close ties with high school career/tech programs through presentations, competitions, dual enrollment and articulation agreements.

c. Areas Needing Improvement:

All units need improvement and by working through the matrix the career/tech programs will be able to improve incrementally.

e. Departmental or Unit Needs:

Career/technical education is in constant need of new equipment and software in order to stay abreast of business and industry. If a company hires the college's graduates and then has to teach them leading technology then we have failed both the student and the employer. Specific equipment and facility needs were outlined in detail under the unit plans for each division.

D. Projections

a. Staff needs:

The college currently needs three instructors: a cosmetology instructor, a graphic design Instructor and an electrical/electronics instructor. Career/Tech also needs an adjunct Instructors for WorkKeys classes, Professional Transition classes and the career/tech general education courses.

b. Resources needs:

Wireless internet access in all classrooms and labs.

c. Professional development needs:

Classroom technology and presentation skills are professional development needs for the career/tech instructors.

d. Other (if applicable):

None

E. Recommendations:

The college needs to focus more personnel and resources on recruitment and advertising. First impressions are critical to career/technical programs along with a strong pool of prospects.

Plans need to be developed to create a facility which will house the entire ACAE under one roof. The facility would be similar to a dealership environment where shops and classrooms would be shared. This would allow for either the conversion of Buildings C and D or the lower level of the Ethel Hall Center into large classrooms that could seat 75 – 100 students comfortably. The current ABR facilities in the Fred Horn Building need a large classroom and additional shop space.

Institutional Effectiveness Unit Plan (Phase II) for 2006-2007

Directions: Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will *not* be completed until the end of the cycle in the spring.

Unit : Career/Technical Education

Unit Administrator: Charles Murray

Unit's Mission: The Division of Career/Technical Education is dedicated to providing accessible, quality, educational opportunities for all students.

Number each Outcome in each column	A. Unit Outcomes (3-5) Should be measurable. Use percentages where possible. <u>Be brief.</u>	B. Outcomes Link to Institutional Goals & Strategic Indicators List the goal numbers and the corresponding Strategic Indicator letters	C. Methods of Assessing the Outcome List what methods you plan on using to measure each outcome	D. Budget Implications If your outcome has budget implications (costs that will exceed \$499), list them here.
	<ol style="list-style-type: none"> 1. Enroll at least 100 high school students in dual enrollment college classes or high school learning for living classes. 2. Write a grant to purchase an automated assembly line for manufacturing and robotics. 3. Write a grant to help develop a high school Pre-engineering Program. 	<ol style="list-style-type: none"> 1. Goal 1: Indicators A-D Goal 2: Indicators A-C Goal 3: Indicators A-D Goal 5: Indicators C-D Goal 9: Indicators A-D 2. Goal 1: Indicators A-D Goal 2: Indicators A-C Goal 3: Indicators A-D Goal 5: Indicators C-D Goal 9: Indicators A-D 3. Goal 1: Indicators A-D Goal 2: Indicators A-C Goal 3: Indicators A-D Goal 5: Indicators C-D Goal 9: Indicators A-D 	<ol style="list-style-type: none"> 1. AS400 Report on Dual Enrollment 2. Grant proposal 3. Grant proposal 	<ol style="list-style-type: none"> 1. Advertising and promotional materials 2. Lab modifications 3. Lab modifications

Unit Plan -Part II: Directions : As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the reporting. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

E. Actual Results Obtained—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1. This year 99 high school students were in dual enrollment career/tech classes and 49 high school students were enrolled in learning for living high school classes for a total of 148 high school students.
2. A National Science Foundation (NSF) grant was written and award to the College. The \$149,518 grant was funded and Lawson State purchased a nine station automated manufacturing assembly line.
3. A grant proposal for \$86,500 was submitted to The Community Foundation of Greater Birmingham to help establish a Pre-engineering program which would be housed in an Advanced Technology Studio on campus. The Foundation awarded Lawson State \$6,000 to purchase the software package, Solid Works for the Pre-engineering program.

F. Use of Results—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1. The increase enrollment helped the career/tech programs to increase enrollment of students once they completed high school and served as a way for these students to explore careers prior to high school graduation. The difficulty was the tuition costs which had to be paid by either the student or school system. Other funding options need to be explored in the future.
2. The purchase of the automated manufacturing assembly line opened the door to an entirely new concentration at the College and provided a positive influence on the instructors to pursue other new concentrations such as robotics.
3. Lawson State began its first pre-engineering program using the software purchased with the grant. The computer lab and rapid prototyping equipment was purchase through other funding sources. The pre-engineering program is offered on Saturdays for high school students.