

**The Alabama College System
2005-2008 Planning and Evaluation Cycle
2007-2008 Institutional Management Plan Update**

Overview

The Alabama College System is committed to providing quality educational opportunities for the people of the state and to enhancing economic development and the quality of life for the citizens of Alabama. The commitment to quality and accountability is embodied in the concept of the Model College. The Model College is based on quality standards and performance indicators that guide the planning and evaluation processes at the community and technical colleges while respecting and valuing the individual mission and goals of each institution. It is the responsibility of the college to demonstrate, through its planning and evaluation process, the use of results to improve performance and to enhance the quality of its educational programs and administrative and student support services. This process must involve broad representation of institutional personnel and the community. Although the style and format of planning and evaluation is not standardized, each college provides evidence of this process to the Alabama Department of Postsecondary Education (ADPE) through two common planning documents, the Institutional Management Plan (IMP) and the College Accountability Performance Profile (CAPP).

The Institutional Management Plan and the College Accountability Performance Profile involve a three-year planning and evaluation cycle. The first year of the Institutional Management Plan primarily involves planning and the second and third years emphasize evaluation of progress and use of results for improvement. The 2005-2006 Institutional Management Plan and the Spring 2006 College Accountability Performance Profile marked the initial year of the planning and evaluation cycle. This 2007-2008 Institutional Management Plan Update focuses on information about the evaluation of progress in relation to plans presented in the previous IMP and changes that are being made. Wherever possible, evaluation information from the Spring 2007 CAPP should be considered and emphasis should be given to the use of these and other evaluation results in improving the quality of the colleges' programs, operations, and services.

**Common Elements of the
Institutional Management Plan**

In accordance with conditions of the Partial Consent Decrees, the Chancellor shall direct the President of each two-year college to prepare and submit an Annual Institutional Management Plan that will include plans for reorganizations, lateral transfers, and use of part-time and temporary employees.

The following sections describe a standardized summary assisting the college with planning and evaluation and enabling ADPE to compile selected planning data for internal and external use on the basis of common elements.

I. Organization and Administration

- A. Enrollment Goals
- B. Organizational Structure
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- D. Accreditation Information

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Institutional Management Plan

I. Organization and Administration

A. Enrollment trend from fall semesters and current year percent of change from three-year average*

Fall 2003 Enrollment			Fall 2004 Enrollment			Fall 2005 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,773	1,626	5,399	3,533	2,072	5,605	3,371	3,133	6,504

Fall Enrollment Three-Year AVG.			Fall 2006 Enrollment			Fall 2006 % of Change (+ or -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total
3,559	2,277	5,836	3,145	2,450	5,595	-11.6	7.6	-4.1

* includes credit and non-credit student headcount

Enrollment Projections:

Base Year 2005-2006:	6,000 credit and non-credit students (Attained)
2006-2007:	6,600 (10% increase)
2007-2008:	7,260 (10% increase)
2008-2009:	7,986 (10% increase)

Changes or improvements to meet enrollment goals:

- Employ additional recruiters
- Increase market area
- Deploy additional marketing/recruiting strategies
 - Profile students
 - Build an institutional image based on academic quality, programmatic offerings, institutional safety, and outcomes
 - Promote the product, price, and the place – “brand” the institution
- Deploy a better team approach utilizing faculty and personnel from recruiting, financial aid, public relations, student services, and athletics
- Expand opportunities for minority students

B. Organizational Structure

1. Provide a copy of the current organizational chart. Please include all major functional areas, position titles, and the names of employees assigned to those positions.

See Attached

2. The 2007-2008 IMP provided a description of administrative changes planned over the 2005-2008 period, including the consolidation of existing positions, creation of new positions, use of part-time and temporary employees, and any other major reorganization plans. What changes have been implemented and what changes are planned over the next two years?

With the increase in cost of personnel, the institution is in need of additional staff to maintain the existing office hours and provide the student and support services required to service our constituents. The Administrative and Student Services Division is infusing technology as we move to reduce paper processing to more automated services. That means the existing staff would be able provide effective services even as enrollment increases. The document imaging system has been infused into the Admission and Records Office, the Human Resources Offices and the Financial Aid Office is currently imaging current student files. An imaging system accessible to staff on both campuses means less paper to search when responding to requests from students, management and external sources.

C. Personnel- Pending

Salary Schedule	# Staff Additions	# Staff Deletions	# Staff 9/30	Projected Payroll
A			1	FULL-TIME \$18,377,303
B			7	
C			30	
D			119	
E			103	
H			23	
Part-time Instructors			221	PART-TIME \$ 1,503,467
Other				
TOTAL			504	\$ 19,880,770

D. Accreditation Information

1. Current programmatic and/or specialized accreditations

Program	*CIP Code	Degree Level	Accrediting Agency	Reaffirmation Date
Automotive Technology (Ford, General Motors, and Toyota)	15.0803	AAS	National Automotive Technicians Education Foundation (NATEF)	2009
Automotive (AUM)	47.0604	Certificate AOT	National Automotive Technicians Education Foundation (NATEF)	2013
Medium and Heavy Truck Technician (DEM)	47.0605	Certificate AOT	National Automotive Technicians Education Foundation (NATEF)	2013
Industrial Electronics	47.0105	Certificate AAS	Manufacturing Skill Standards Council (MSSC)	2010
Industrial Maintenance	47.0303	Certificate		
Nursing (RN) Nursing (LPN)	51.1601 51/1613	AAS Certificate	National League of Nursing	2015
Dental Assisting	51.1601	Certificate AOT	American Dental Association	2015
Accounting	52.0302	AA, AAS	Association of Collegiate Business Schools and Programs (ACBSP)	2017
Banking and Finance	52.0803	Certificate		
Business Administration	52.0301	AA		
Business Administration & Mgmt.	52.0301	AAS		
Business Education	52.0101	AA		
Management and Supervision	52.0101	Certificate		
Real Estate	52.1501	Certificate		
Computer Science	11.0101	AS, AAS		
Office Administration	52.0401	AAS		
Industry Certifications	62.0000	Various		
Welding	48.0508	Certificate	American Welding Society	2009

2. Projected or "in progress" accreditation plans

Program	*CIP Code	Degree Level	Accrediting Agency	Date
Air Conditioning/Refrigeration	15.0501	AOT	Educational Standards Corp.	2008
Auto Body Repair	47.0603	Certificate	National Automotive Technicians Education Foundation (NATEF)	2008
Building Construction	46.0499	AAS	American Council for Construction Education	2010

3. We do not plan to seek re-accreditation for:

Program	*CIP Code	Degree Level	Accrediting Agency	Rationale
-NA-				

4. Current institutional accreditation
 - a. Institution currently accredited by: Commission on Colleges of the Southern Association of Colleges and Schools
 - b. Date of last visit: February, 2006
 - c. Anticipated date for next visit: 2010
 - d. COC or COE transition affirmation date: Not applicable

II. Instructional Programs

A. Viability Criteria

Number of degree, diploma, and certificate programs and percent that meet state viability criteria

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria
27	23	85.19

Non-Viable Program Listing

Name of Non-Viable Program as submitted in Perkins report**	*CIP Code	Award		
		Degree	CER	Short-Term (STC)
Building Construction	46.0499	X		
Commercial Art	50.0402		X	
Criminal Justice	43.0107	X		
Diesel Mechanics	47.0605		X	
Electronic Engineering Technology	15.0303	X		
Graphics and Printing	48.0201		X	
Horticulture	01.0603	X		
Interior Design	19.0605			X

Welding	48.0508		X	
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*Use 2000 edition of CIP codes.

****Status of Non-Viable Programs:** Use data submitted in Perkins report, Measure 5e: Percentage applicable programs that, in previous three years, have met or exceed the minimum number of completers specified in Act 96-557 as being necessary for a program to be considered viable.

2. What progress has been achieved toward the goals for improving the viability of each of the above non-viable programs? Also, include program occupational demand data.

B. Inactive Program Status

Name of Program on Inactive Status	Date Placed on Inactive Status	*CIP Code	Award		
			Degree	CER	Short-Term (STC)
-NA-					

*Use 2000 edition of CIP codes.

NOTE: After a program has been placed on inactive status for **three** years, the program will be removed from the college’s Academic Inventory. Intention to reinstate requires notification of the Department of Postsecondary Education prior to program start-up.

C. New Program Development

Provide a three-year schedule by year for the planning of new programs of instruction. Entries should be consistent with the mission of the college and needs of the service area. The year on the schedule should indicate the projected year that the proposal is planned to be submitted to the Alabama Department of Postsecondary Education (ADPE). No more than three entries are invited for each year in the planning cycle.

	Six-digit CIP Code*	Program Title	Specify Award by Type		
			Degree	Cert	Short-Term Cert
<u>2008-2009</u>					
1. ATM	15.0599	Automated Manufacturing Technology			X
2. ASE	15.0803	Automotive Service Technology			X
3. VCM	50.0401	Visual Communications		X	

<u>2010-2011</u>					
1. PAS	12.0501	Pastry/Baker Chef			X
2. MAR	47.0106	Major Appliance Repair			X
3. WMT	15.0503	Water and Wastewater Treatment			X
<u>2012-2013</u>					
1. ETC	15.0503	Energy Conservation			X
2. FSM	20.0401	Food Service Management			X
3. HMT	15.0599	Hazardous Materials Technology			X

***Use 2000 edition of CIP codes.**

NOTE: New program applications should be submitted at least one year before projected implementation, while applications for short certificates and options under existing programs should be submitted at least six months before implementation. Please reference Forms DPE-27 and DPE-28 in the Guidelines for Policy 702.01- *Approval Process for Requests for New Instructional Programs*.

D. Schedule of Program Reviews for 2006-2007 and 2007-2008

(Twenty percent of all programs must be formally reviewed each year as required by State Board Policy 903.01).

Name of Program to be Reviewed	*CIP Code	Year of Proposed Review	Date of Last Review
Accounting	52.0302	2011-12	2005-06
Air Conditioning/Refrigeration	15.0501	2010-11	2004-05
Auto Body	47.0603	2008-09	2003-04
Automotive Mechanics	47.0604	2008-09	2003-04
Automotive Technology	15.0803	2008-09	2003-04
Banking	52.0803	2011-12	2005-06
Barbering	12.0402	2007-08	2002-03
Building Construction	46.0499	2006-07	2001-02
Business General	52.0101	2010-11	2003-04
Business Administration	52.0201	2010-11	2003-04
Cabinet Making	48.0703	2008-09	2003-04

Carpentry	46.0201	2011-12	2005-06
Child Development	20.0201	2009-10	2003-04
Clerical	52.0408	2009-10	2003-04
Commercial Art	50.0402	2007-08	2002-03
Commercial Foods	20.0404	2011-12	2005-06
Commercial Sewing	20.0303	2008-09	2003-04
Computer Science	11.0101	2011-12	2005-06
Consumer Electronics	47.0101	2009-10	2003-04
Cosmetology	12.0403	2007-08	2002-03
Criminal Justice	43.0107	2011-12	2005-06
Dental Assisting	51.0601	2007-08	2002-03
Diesel Mechanics	47.0605	2008-09	2003-04
Drafting and Design	48.0101	2011-12	2005-06
Electrical	46.0302	2007-08	2001-02
Electronics Engineering	15.0303	2007-08	2001-02
Emergency Medical Services	51.0904	2009-10	2003-04
Fashion Merchandising	52.1902	2007-08	2001-02
Fire Science	43.0202	2008-09	2002-03
General Studies	24.0102	2009-10	2003-04
Geographic Information Systems	45.0701	2009-10	2004-05
Graphics and Printing	48.0201	2011-12	2005-06
Home Health Aide	51.1615	2009-10	2003-04
Horticulture	01.0603	2006-07	2001-02
Industrial Electronics	47.0105	2010-11	2004-05
Industrial Maintenance	47.0303	2010-11	2004-05
Insurance Marketing	52.1908	2010-11	2003-04

Interior Design	19.0605	2009-10	2003-04
Liberal Arts and Sciences (AA)	24.0101	2009-10	2003-04
Management and Supervision	52.0101	2007-08	2001-02
Masonry	46.0101	2010-11	2004-05
Nursing Assistant	51.1614	2006-07	2001-02
Nursing (RN)	51.1601	2006-07	2003-04
Occupational Technologies (AOT)	30.9999	2009-10	2003-04
Office Administration	52.0401	2006-07	2001-02
Plumbing	46.0501	2006-07	2001-02
Practical Nursing	51.1613	2006-07	2002-03
Radio and TV	10.0104	2008-09	2003-04
Real Estate	52.1501	2011-12	2005-06
Social Work	44.0701	2006-07	2001-02
Welding	48.0508	2010-11	2004-05

*Use 2000 edition of CIP codes.

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year **AFTER** the review is completed.

E. Summary of Program Reviews from 2006-2007-Pending

Program reviews should include a one- to two-page abstract that summarizes the findings of the review. These abstracts are part of the 20 percent of college instructional programs appraised annually. Each abstract should include a brief summary of the program goals, curriculum design and occupational demand, assigned faculty, on-going costs, enrollment and graduates for each of the last three years, student graduation survey results, licensure passage rate (if any), findings, and recommendations.

Commercial Foods 20.0499

III. Developmental Studies

A. *Percent of students completing developmental courses and earning a passing grade in the fall semester 2007*

Developmental Course Subject	No. Students Enrolled at	No. of Students Earning Passing	% of Students Earning Passing Grade
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	End-of-Term	Grade	
English	347	200	57.64
Mathematics	608	236	38.82
Reading	283	208	73.50

B. *Percent of Students who met developmental course requirements in English or mathematics in the previous three semesters and earn a grade of "C" or better in collegiate credit English or in collegiate credit mathematics courses in fall semester 2006.*

Course	No. of Former Dev. Students Enrolled	No. Earning a "C" or better	Percent of Students Earning "C" or better
English 101	107	59	55.14
Math 100 or 116	159	89	55.97

C. What changes or improvements in developmental studies does the college anticipate implementing in the next two years?

The Department of Developmental Studies continues to seek out new and improved ways to increase the overall success of developmental students. During the next two years, the division will begin to phase out its *I Can Learn* mathematics system (which is a math laboratory geared towards video instructional lessons) and move the class towards a more hybrid environment. Presently, the department is researching current trends in the teaching of developmental math and developing a new curriculum and approach towards assisting developmental students. Over the last four years, the *I Can Learn* systems have been instrumental in assisting struggling math students, but the department believes that students will benefit from more large classroom instruction as well. That is why a new curriculum that better bridges the technology and supports the traditional lecture is being investigated. Since the computers will still be available in the lab, the department will find a math product that has an exceptional book with Internet support (i.e., My Math Lab) support. In that way both the lecture and technology will have equal emphasis in the class, opposed to just the technology.

Developmental English and reading are also going through similar curriculum changes. A new English lab will be fully implemented housing 25 computer stations. Computers have already be ordered and received. New books with more Internet based support will be also be added. Diagnostic testing components will be folded into the curriculum for both reading and English. Criterion Online Writing, which has proved to be very effective in assisting students with their writing, will continue to anchor the curriculum. Over the next two years, the reading

curriculum will begin to focus more on grade level reading levels. Developmental students will take a diagnostic reading exam upon entrance and must demonstrate that their reading comprehension level has increased to at least the 11th grade prior to exiting the course.

In addition, the Department intends to continue to focus on the use of Tegrity in developmental classes. Tegrity, which can best be described as a system which allows students to capture instruction via video and track instruction using electronic notes, will provide developmental students with an added dimension for acquiring knowledge. It has been determined that faculty are in need of more training in order to feel more comfortable with both the hardware and software to use Tegrity. Thus, emphasis on faculty training will be the department’s focus. In addition, classrooms will also be converted over to reflect a more state-of-the-art classroom which lends itself to technology instruction. Teachers will be provided with laptops (this goal has already been reached), and classrooms will be equipped with LCD projectors, white screens, and other Tegrity equipment (i.e., microphones, electronic pens, electronic notebooks, etc.) for full implementation for fall 2009. Note, this goal has been pushed back one year.

IV. Learning Resources and Technology

A. What did the Spring 2007 CAPP data indicate about the percentage of the college’s semester credit hours that were produced through electronic information technology course delivery?

Total SCH Produced in Fall 2006	SCH Produced via Internet Course Delivery		SCH Produced via Video/Teleconference Delivery		SCH Produced via Other Technology Delivery	
	No. SCH	% of Total	No. SCH	% of Total	No. SCH	% of Total
* * 31,442	* <input type="text" value="3243"/> *	10.31	* <input type="text" value="0"/> *	0	* <input type="text" value="0"/> *	0

B. Distance Learning

1. The college reported changes or improvements planned in distance learning in its 2007 IMP. What progress has been achieved in implementing the plans and what changes or improvements does the college anticipate implementing in the next two years?

Perhaps the most exciting change or improvements being made in the college’s online distance learning program is the college becoming a fully operational Blackboard institution. All disciplines across the curriculum are required to utilize Blackboard software in interacting with students for assignments, announcements, lectures, PowerPoint presentations as well as the official grading system. Staff development training will be conducted for all part-time and full-time instructors in the use of Blackboard and its impact of implementing technology in the classroom. Another significant change for improvement in the distance learning program is the

implementation of Tegrity. With Tegrity, an instructor can capture a lecture (including audio and video) and upload it to Blackboard, the college's online content management system. Students may view or listen to lectures at their own convenience or as needed. Because students have access to audio and video, this will provide an entirely new dimension to the college's online program. The college has a campus-wide agreement which allows all instructors to utilize the system on campus or from remote locations.

The Learning Resource Center is anticipating changes with new electronic resources and equipment to support distance learning. New databases focusing on health and nursing issues, electronic books, and digitizing special collections will be the major focus for the library of the 21st century. The Alabama Center for Advanced Technology and Training (ACATT) will provide a state-of-the-art electronic library (E-Library). The E-Library will offer information literacy instruction ensuring students are able to locate, evaluate and use information, training opportunities for instructors and students in the use of electronic databases, videoconferencing and recreational reference for distance learners. As part of the library's initiative to incorporate technology as it relates to library usage, the library staff has studied the academic use of iPods as a tool for faculty, staff and distance learners. Select courses will incorporate iPods focusing on audio playback, digital recordings of lectures as well as music databases. Furthermore, circulation of iPods will allow the distant learner portable access to course content, Blackboard course management and podcasts. Students and faculty will enjoy the benefits of portable digital course content while alleviating the need for physical materials. Classes will also be linked through this system to other remote locations allowing additional opportunities for distance learning.

2. How does the college evaluate the effectiveness and quality of its distance learning courses and what changes or improvements are planned over the next two years?

The Distance Education Steering Committee will evaluate the effectiveness and efficiency of the program by drawing on feedback from evaluations of distance learning courses, student and faculty focus groups, surveys, discussions among administrators and distance learning staff and other community stakeholders. This gives instructors the opportunity to share ideas, strategies that works, as well as areas that need to be modified. Several changes or improvements have already been made to the college's distance learning program to ensure overall effectiveness and quality. The college will continue to include a peer review of all new courses before "going-live" along with an annual review of existing courses. This process will ensure that the quality of online review is maintained, the content is current, and the rigor of the courses is consistent with traditional face-to-face courses. At the beginning of each fall term, all online courses will be peer reviewed and updated as needed.

Moreover, the College implemented a *Checklist for Course Development* for online courses. The checklist is a part of the college's Distance Education policy manual. It supports institutional policies relating to the delivery of online courses and represents best practices for online instruction as defined by the Southern Regional Education Board (SREB) and the Commission on Colleges (COC).

As noted earlier, online courses are currently evaluated at the conclusion of the term. A second evaluation is conducted approximately six weeks into the term--providing the instructor with a mid-term assessment and enable them to correct problems identified prior to the end of the course.

Beginning fall 2008 a BlackBoard Self-Help Portal will be available for all BlackBoard users. The BlackBoard Administrator/Webmaster will have step-by-step procedures in the areas of course management, course maintenance, adding contents, communications, and assessments. Workshops will also continue for enrichment.

3. What professional development opportunities are provided for instructors who are expected to teach via distance learning and what changes or improvements are planned over the next two years?

Blackboard training for all instructors is the major focus of the Staff Development for each new school year. Instructors are trained according to course design and content. Additional sessions are scheduled on a monthly basis by the BlackBoard/Web Administrator on Blackboard and other programs/techniques to enhance technology in the classroom.

With the president's technology initiative of becoming a Blackboard and Tegrity college, the need for training of all staff in this software must be realized. The college's Learning Resource Center provides additional professional development opportunities for faculty involved in distance education, including incorporating information literacy in the classroom. Technology Tuesday, a plan for staff training in the library will be conducted for faculty and staff in the new ACATT E-Library. Topics such as evaluating electronic resources, Alabama Virtual Library databases, "Athena" electronic catalog and Podcasting will be some of the in-services offered on Tech Tuesdays. The library also subscribes to a monthly newsletter, Online Classroom Ideas for Effective Online Instruction. The institution is also a member of the Instruction Technology Council, which provides online training opportunities for instructors on a variety of distance education topics for a small fee.

C. Management Information

What progress has been achieved in improving the technology infrastructure of the college and what changes or improvements does the college anticipate implementing in the next two years?

All switches that control the network have been updated to Power-Over-Ethernet and have a backup power supply attached. The bandwidth connecting the Birmingham and Bessemer campuses was increased to support network usability.

Improvements to the college-wide wireless infrastructure include the following:

- Migrate to campus-wide wireless infrastructure

- Maintain and expand security cameras both internal and external throughout both campuses
- Install natural gas powered generator on both Bessemer campus for backup power supply

V. Student Services

1. What did the Spring 2007 CAPP data indicate as strengths and weaknesses among the various student services at your college?

Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from recent survey results

Program, Service, or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	% Indicating Satisfaction with Quality
Admissions	Spring 2006	290	95.6
Orientation	Spring 2006	286	90.3
Registration	Spring 2006	289	96.7
Advising	Spring 2006	290	93.5
Tutorial Services	Spring 2006	289	94.5
Financial Aid	Spring 2006	290	94.5
Book Store	Fall 2005	295	94.5
Business Office	Spring 2006	290	96.7
Student Activities	Spring 2006	287	90.2

The 2007 CAPP data revealed that over 90% of students surveyed indicated overall satisfaction with the quality of service in each student support program, service, and activity at the college. Survey results indicated a range of 90.2% to 96.7% of students are satisfied with the various student services offered at Lawson State. Major strengths were noted in the registration and business office functions with 96.6% of students indicating overall levels of satisfaction. The lowest levels of satisfaction indicated from survey results were in the areas of Student Activities with 90.2% of students indicating overall satisfaction. Though a 90.2% satisfaction level is not necessarily considered a weakness, the college recognizes the need to enhance services in these areas in order to maximize service quality and student satisfaction.

2. What major changes or improvements in student services does the college anticipate

implementing in the next two years?

The College anticipates implementing the following major changes or improvements in the next three years:

- Continue efforts to centralize student services offices in one location (building) in order to provide more efficient and effective service to students; continue planning for the construction of a new state of the art Student Center.
- Development of the Student Persistence through Assistance and Collaborative Efforts (SPACE) Center to comprehensively integrate academic, career, and counseling services for students.
- Development and implementation of a comprehensive, cross-campus student persistence program which provides for services and intervention strategies relative to students' goals and conducive to their success.
- Continue to enhance the academic advising process in order to ensure appropriate placement and advising based on the students selected program curriculum and future educational plans.
- Purchase new computers for the current assessment room on the Bessemer campus to create a multi-purpose facility in order to continue to cross-utilize the room as a computer lab for student use, training lab for staff, etc.
- Increase in the availability of computers, kiosks, and other self-service technologies for student use in student services locations and common areas on both campuses; career services, on-line learning, etc.
- Hiring of additional staff throughout the Student Services division in order to better provide quality, efficient service and to meet the overall needs of students and the college.
- Continue the modification of the new student orientation (PSY100) curriculum to integrate technology usage, student responsibility/decision making, and empowerment for student success.
- Increase utilization of pre-registration, on-line registration and other processes/functions available through the college's web based student information system.
- Increase the promotion of student organizations and activities (across campuses) designed to encourage student involvement, individual initiative, leadership, and personal development.

VI. Financial and Physical Resources

1. What did the Spring 2007 CAPP data indicate about student satisfaction with classrooms,

laboratories, and equipment and with the safety, appearance, and maintenance of the campus?

Percent of students indicating satisfaction with classrooms, laboratories, and equipment for instruction

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment
* 265 *	* 95.20 *	* 77.50 *	* 94.70 *

Percent of students indicating satisfaction with college safety, appearance, and maintenance

Number of Students Responding	Percent Indicating Overall Satisfaction with College		
	Safety	Appearance	Maintenance
* 266 *	* 98.20 *	* 92.90 *	* 86.50 *

2. What major changes or improvements were made in classrooms, laboratories, and/or instructional equipment in 2006-2007 and what major changes or improvements are planned over the next two years?

During the fiscal year 2006-2007, the college upgraded computer labs in the Academic Building and A G Gaston Building on the Birmingham Campus. Build B on the Bessemer campus received upgrades to classroom and labs for the Drafting and Electronics programs to include painting and electrical. New robotics instructional equipment was purchased through a NSF Grant costing over \$150,000. The college invested in classroom video projectors and screens to accommodate the new laptop computers that have been issued to many instructors.

3. What major construction or renovation projects are in process and what are projects planned for the next two years?

The College is in the process of completing the Building B-Bessemer Campus roof and HVAC replacement project. The college began a renovation project to move and expand the campus bookstore which will be completed during this fiscal (2007/2008) academic year. The College has requested State Board approval on a \$1,800,000 renovation of the Arthur Shores Fine Arts-Gymnasium-Birmingham Campus. The planning and design phase of the new Student Center-Birmingham Campus is under way. The \$4,000,000 project will be funded in part by a 2008 Bond Issue for \$2.1 million.

VII. Workforce Development and Adult Education

1. What did the Spring 2007 CAPP data indicate about workforce development services and employer satisfaction?

A. Trends in number of requests, number of clients served, and number of participants in workforce training provided by college

Data Elements	2004	2005	2006
No. of Workforce Training Requests	37	51	251
No. of Clients Served	34	46	251
No. of Participants Trained	951	1,416	2,028

B. Trends in employer satisfaction with workforce training provided by the college

Data Elements	2004	2005	2006
No. of Employers Surveyed	972	1,416	1,932
No. of Employers Responding	950	1,375	1,878
Percent of Employers Indicating Overall Satisfaction	100	100	99.79

2. The college's 2006-2007 IMP identified critical economic development needs in the service area. How is the college responding to the critical economic development needs and what changes or improvement does the college anticipate implementing in the next two years?

Lawson State Community College is located in the Birmingham Metropolitan Statistical Area (MSA), which represents 23 percent of the state's retail sales, and produces 32 percent of the state's payroll dollars. With Birmingham at the center of a five county area, a population of a million is within a 100-mile radius of the city. This makes Birmingham MSA service/delivery area an ideal location to form partnerships with business/industry for graining projects.

The Birmingham metropolitan area is a leading retail wholesale trade center as well as the southeast's major centers for finance, education, manufacturing, healthcare research, engineering, transportation, and distribution. Included in Birmingham's major advanced

technology industries are healthcare, telecommunications, aerospace design, computer services, electronics, medical and dental labs, research and development, laboratories, and engineering. All of these areas have critical economic developmental needs. The needs of each area dictate the type and quality of partnerships and services needed to aid the community in its economic development process.

There is a greater need for local business and industry clusters to form relationships with local colleges to inform them of their needs as it relates to education and training. These relationships will better serve the community's economic growth and development. Additionally, there is a critical need to move people into the workforce at a faster pace; therefore a significant number of vocational credentials, certifications, and customized training processes will be invested in at Lawson State Community College in conjunction with input from local business and industry clusters.

3. What did the Spring 2007 CAPP data indicate about adult education?

Enrollment and Key Performance Measures	2005	2006
Adult Education Enrollment	400	411
No. Entering Employment	1	9
No. Retaining Employment	0	77
No. Entering Postsecondary Educ./Training	1	11
No. Obtaining HS Diploma or GED	52	33

Overall grade Earned by college in Adult Education for 2006: B

4. What changes or improvements are being made in adult education this year and what does the college anticipate implementing over the next two years?

Adult Education at Lawson State Community College provides individualized instructional services for individuals in the college service area. Individuals may receive assessments, remediation, and pre-employment/employability skills. Individuals have access to pre-employment training, skills training, adult basic education classes, and assessments. The service area benefits from classes and workshops designed to improve academic and skills training.

During the last school year, the Adult Education Program was expanded in an effort to provide needed educational enhancement programs throughout the service area. In the next two years, the unit will strive to maximize educational needs and services in the delivery area. English as a Second Language classes are offered to enhance the English skills of the limited English speaking and none English speaking population in the service area. Basic skills offerings that are developed to meet academic needs are outlined below:

- GED classes
- Literacy classes
- Pre-employment classes
- Life skills
- Computer based learning
- Career Readiness Certificate

The college currently provides a variety of services to meet specific, customized or individualized training needs. Assistance is available year round, and staff develops and delivers the following services.

GED and Literacy Training - The instructional program provides individuals the opportunity to earn the credentials needed to obtain a State of Alabama High School Equivalency Diploma. These individuals must be at least 16 years of age, be a high school drop-out, and function below the 12.9 grade equivalency. Literacy training offers reading, writing, and computing mathematically for individuals entering at or below the 8.9 grade equivalency.

Pre-Employment Training - Pre-employment instruction is conducted to better equip participants with job readiness skills and information needed to become gainfully employed and maintain employment. The Career Ready Certificate (CRC) is a job skills assessment system that awards Career Readiness Certificates that measure and verify skills critical to job success. Career Ready Alabama also offers training to help correct skill gaps.

Life Skills Training – Life skills instruction is designed to provide individuals with necessary life skills to manage their lives, gain and maintain employment, and develop time management skills.

English as a Second Language (ESL) – ESL classes providing non-English speaking individuals with the English language skills needed to succeed in other educational/training programs and to cope more effectively with the challenges of their daily lives.

The personal development segment of Adult Education provides assistance to individuals seeking to improve competencies for life, college and employment. A variety of materials and services are available to help individuals make informed decisions about education, training, and employment. Assessment activities include the following:

- Interest Inventories
- Educational Assessment
- TABE (Test for Adult Basic Education)

- GED Test
- ACT WorkKeys

These services are available to the workforce, students, faculty, and anyone who meets the criteria for Adult Basic Education services.

VIII. Exemplary Programs, Services, and Projects

The 2006-2007 IMP requested the college to describe (who, what, when, where, how, and why) one innovative concept which has surfaced at the institution and merits planning, development, or implementation within the three-year planning and evaluation cycle. Provide information about the progress the college has achieved and plans for this innovative concept over the next two years. Information might include the potential impact of the innovative concept and the potential for sharing this with other colleges. If the college did not identify an innovative program, service, or project in the 2005-2006 IMP, the present IMP can be used to describe such a project. The goal of this section is to identify “best practices” that can be shared with other colleges in the Alabama College System.

INDUSTRIAL ELECTRONICS

Lawson State Community College’s Industrial Electronics program has added an Automated Manufacturing Studio for classes in industrial systems and advanced manufacturing. The studio is located in the Ethel Hall Center for Automotive Excellence on the Bessemer campus. Funding for the studio was provided by a two-year, National Science Foundation Grant. In addition to the equipment the grant enabled the College to develop curriculum for industrial electronics and advanced manufacturing classes. The studio contains a modular production line designed for high-tech training utilizing practical, real-world programs. The system provides the perfect platform for analyzing and troubleshooting the interaction between mechanical, pneumatic, electrical, control, and communications. The production line can reproduce most tasks found in today’s complex manufacturing environment. In addition to the production line, the college equipped a 15 station real-time simulation lab to enhance hands-on experiences. The same control hardware for the simulators is used on the production line and taught on high resolution graphics terminals. The studio combines appropriate manufacturing and engineering related curriculum with a Modular Production System to create real-time learning. Over the next six years production occupations in Alabama will swell to 228,520 with a projected 4,565 job openings each year (Alabama Department of Industrial Relations).

IX. Institutional Effectiveness

Each college is involved in strategic planning and evaluation to demonstrate institutional effectiveness. Provide examples of how the college uses the results of the strategic planning and assessment process to improve student performance and to enhance the quality of its programs, operations, and services.

Lawson State Community College maintains a strategic plan and unit level operational

plans. All plans are updated continuously and formally reviewed at least once a year. During the spring of 2005, the President generated a vision statement based on the direction he deemed critical for the institution. This statement was discussed with members of the President's Cabinet. The focus was on their analysis of the College, the community it serves, and its mission.

The purpose of the planning process is to create a comprehensive approach to institutional actions for a five year period using the mission and the vision as the foundation of the process. The planning process identifies specific actions the College will take to reach its mission and vision; acts as a compass for the College's strategic direction in pursuing its vision for the future; provides a framework from which constituents can work to achieve the institution's mission, and sets priorities in decision making.

The institution's mission statement is reviewed every five years based on the results of external scanning and institutional effectiveness data. The data is reviewed and summarized by the Planning and Institutional Effectiveness Committee. The committee submits proposed changes to the President and his Cabinet with subsequent recommendations for change submitted to all faculty and staff as well as key constituents for their review and comments. The committee will incorporate comments and suggestions before recommending specific changes to the College Mission. All proposed changes to the mission require the approval of the President and the Alabama State Board of Education.

Each year, the College sets institutional goals that are realistic and measurable as the means to attaining the mission. The Planning and Institutional Effectiveness Committee coordinates the development of specific goal indicators. These indicators serve as measurable statements and are used to focus assessment and evaluation. Each academic and educational support unit within the College is responsible for submitting an action plan which outlines area specific goals designed to help meet the institutional goals. These unit level action plans focus on the department/unit's strengths, weaknesses, needs and processes. The planning and evaluation schedule integrates the planning process and the budgeting process.

Annually, end-of-the-year reports are developed by each unit. These reports reflect a unit's evaluation and critical assessment of goals, outcomes and related activities. The reports also define the use of results and any modifications that will be made for the following year. Information in the operating units' End-of-Year Reports is summarized by appropriate administrators during their End-of-Year presentations during the Planning Retreat.

The Lawson State Community College Planning, Evaluation and Improvement Schedule include the following:

- July – review mission, establish vision, goals and goal indicators.
- August through September – complete unit outcomes; define student learning outcomes; determine assessments.
- October through May – implementation period; conduct the mid-year review in January, develop budget implications.
- June – develop end-of-the-year reports and determine the use of results.

Annually, assessment data is obtained from surveys, the evaluation of student outcomes, the evaluation of educational outcomes that are consistent with the institution's mission, faculty and staff evaluations, course completion data and other institutional statistics, as well as analysis of the attainment of institutional as well as operational/divisional goals and objectives.

Planning, evaluation, and research are continuous processes for improvement. Specific purposes are an increased commitment by all staff and faculty regarding the overall direction of Lawson State Community College; the appropriate allocation of resources; better information for decision-making, reporting, and demonstrating accountability; and increased efficiency in operations.

An important measure of the effectiveness of the planning process is the monitoring of the college's Goal Indicators. These indicators are the criteria identified as measures of how well the college is meeting the institutional goals. Through monitoring the Goal Indicators, the governance structure has an avenue to review and improve the planning process systematically and regularly.

X. Support

What can the Alabama Department of Postsecondary Education do to support the college in reaching its goals?

Current changes within the Alabama Department of Postsecondary Education are expected to reduce the approval processes. As soon as the existing staff is familiar with the operation of the colleges operations and fiscal constraints, the new approval process will help the colleges more forward in achieving respective missions and goals.

Developmental pass rates are negatively impacted and distorted when the information regarding pass/fail rates are pulled too early. Many developmental students receive Incompletes because they are showing academic gains, but need more time to complete their work. Typically struggling students just need more time, especially in math. When incompletes are given, students have an additional six weeks to complete their core requirements and pass their Exit Exams. In the past, post-secondary has counted Incomplete as non-passing students which distorts the data. Collecting pass/fail rates at the end of the spring term opposed the beginning of the spring term would be helpful and the data would be represented more accurately.