

Wallace Community College Selma

Masonry



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2024-2025

**Wallace Community College Selma
Program Review Report**

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The Office of Institutional Effectiveness and Research

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I. Introduction and Historical Perspective of the College and Program

George Corley Wallace State Community College (Wallace Community College Selma) had its origin on May 3, 1963, as William Rufus King State Vocational Technical School in honor of a famous Alabamian that served 29 years as a United States Senator and Vice President of the United States in 1852 under President Franklin Pierce. He was also responsible for giving Selma its name. Located on twenty acres inside the city limits of Selma, the home of historic events from the Civil War to Civil Rights, the College has also become a landmark in Selma's history.

On October 1, 1973, the Alabama State Board of Education authorized the second change of the institution's name to George Corley Wallace State Community College. Mr. Charles L. Byrd, who had been the Director of the Technical Institute, was appointed President. In 1990, under the administration of the first African American President Dr. Julius Brown, the marketing name of the College became Wallace Community College Selma (WCCS). The College was first accredited by SACSCOC in January 1974 and its last reaccreditation was in fall 2020. In addition, the College has the following three programs with individual program accreditation. Associate degree Nursing (ACEN: initial 1982, last 2022) Practical Nursing (ACEN: initial 1984, last 2022) Business Administration (NCBSP: initial 2015, next 2025)

Mr. Effell Williams, Sr. served as the Interim President from May 2000 until July 31, 2000. On August 1, 2000, Dr. James M. Mitchell became the third and most visionary president who led the College to its present role as a powerful influence on the upward mobility of citizens in Selma and surrounding areas. Responsive to the needs of the service area, Wallace Community College Selma expanded its educational thrust in the following areas: transfer programs, student services, community involvement, workforce development, and technology. Quality instruction, strong student support services, and access to educational opportunity became the clarion call of the College.

WCCS has enhanced the aesthetics value of each building by elevating with cooper roof designs. All existing structures have been renovated and several new state-of-the arts buildings opened, including the Hank Sanders Technology Center, the Health Sciences Building and a One Stop Student Center, which houses the Division of Student, Services (Offices of financial aid, admission and records, student support services, talent search and student organizations). The building also includes a Barnes and Nobles Bookstore, a game room and TV room for entertainment, and quiet areas designed for study and relaxation. The college has been able to accomplish these goals with no long-term indebtedness.

The College serves a seven-county region, representing the western part of the state. It encompasses many of the most economically challenged counties in Alabama known as the "Black Belt Area". Through various partnerships and externally funded grants, the College is impacting west Alabama through work force development, community service, and educational opportunities. In order to meet the demands of the College's services area, the College sought to establish new initiatives that would increase the number of high school graduates, increase post-secondary success among students from underserved backgrounds, and prepare students for the demands of the workforce.

In 2007, the College partnered with SECME, the Bill and Melinda Gates Foundation, Jobs for the Future, and the Selma City School System to house the first Early College Program in the State of Alabama. Today, the College continues to expand its Early College Program (dual enrolment) in partnership with the high school in its service area where it is housed.

In 2005, the College partnered with the Alabama State Department of Education to improve math and science knowledge and skills necessary for success in postsecondary studies and in the workforce. WCCS became the only community college to be named an AMSTI site. WCCS, in conjunction with ASU and JSU, received the honor of piloting a new AMSTI Lead Teacher program in schools hoping to become AMSTI schools during the summer of 2007, and conducting a Grades K-12 Leadership Academy for Math, Science, and Technology (LAMST) during the summer of 2006. Since that time, WCCS has provided professional development and training to thousands of teachers statewide.

The implementation of the Advanced Visualization Center had tremendous impact on the instructional programs of the College as well as local public-school systems. Business and industry within the serviced area of the College used the Center to deliver interactive training programs for their employees. The grant-funded Center was instrumental in developing and implementing innovative, engaging curricula for education and workforce development. The technologically advanced center provided teaching and training opportunities and allowed for educators and entrepreneurs to virtually transform the learning experience. The Center provided the following laboratories: Immersive floating model, Development, Broadcast and Studio, Telepresence, Visual Learning, Rapid Prototype, Experience and Discovery, and Interactive Use of Force.

At the end of the grant period, the area formerly known as the AVC center was transformed to house the College's workforce development initiatives and the Apple Coding Program. The College was one of 3 in ACCS to be awarded this grant for apple coding through the Bill Gates Foundation. Since its inception the program has grown, providing employable workforce credentials.

In the Fall 2023 WCCS received SACSCOC approval and continued accreditation after implementation of The Higher Education Center and the West Alabama Regional Training Center off sites in Demopolis Alabama, January 2024.

In collaboration with community organizations, the college has hosted national and international speakers such as: Senator Barak Obama, Eric Holder, Secretary of Education, Vice-President Joseph Biden, Winnie Mandela, South African activists/politician, Hilary Clinton, former Secretary of State, and many others.

Wallace Community College Selma continues to expand its mission, which is to meet its students' and the community's needs. While celebrating its rich history, the College is constantly making strides toward excellence and building bridges to the future.

PROGRAM HISTORY

The Masonry Building Trades Program at WCCS began in 1966 as a single program that offered a standard certificate that required 56 credit hours equaling up to 16 masonry courses and two academic courses. In 2001 a short certificate for the program was established. The short certificate requires 24 credits hours that do not include academic classes. Although the masonry program contains a high level of courses to complete for the standard certificate, they are not designed for transferring to higher level institutions. The program was designed for students to obtain professional training in the art and skill of masonry. Upon completion of the program, students seek employment in masonry as an entry level employee.

The program has had many successes. In 2004, the Masonry Building Trades Program became certified by the National Center for Construction Education and Research (NCCER). The Program awards a short certificate, standard certificate, and a NCCER certification in Core Curricula, Masonry levels 1, 2 and 3 which are all stackable credentials.

In 2004, 2008, 2009, 2016, 2017 ,2018, 2022, and 2025, the Masonry Program had students win or place at the state postsecondary Skills USA Masonry contest and compete in the Skills USA National masonry contest.

2024-2025 Program Review Team Members

NAME	ENTITY	TITLE
Tommie Flenory	Wallace Community College, Selma/ Masonry Instructor	Wallace (faculty) Lead
Jenny Martin	Wallace Community College, Selma Instructor	Committee Chair
Antonio Hamilton	Business and Industry	Committee Member
Herman Charlie	Instructor (Selma High School)	Committee Member
Mrs. Veronica Brown	Wallace Community College, Selma	Associate Dean of IE

III. Instructional Program Demographics

CIP Code: 46.0101 Masonry

Graduates					
Year(s)	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate	23	8	13	7	26

Enrollment					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Number Enrolled	20	23	28	20	21

Current Enrollment

Fall 2024 Enrollment Data			
	Males	Females	Total
Full-Time	10	2	12
Part-Time	7	2	9
Freshman	0	0	0
Sophomore	10	2	12
Dual Enrolled	7	2	9
Non-traditional (Tech programs only)	0	2	2

Fall 2024 Enrollment Demographics				
	Program %	Head count	College %	Head count
White	0%	0	19.6%	377
Black	95.2%	20	76.3%	1,469
Hispanic	0%	0	1.9%	38
American Indian	4.8%	1	0.5%	9
Asian	0%	0	0.3%	6
Two or More Races	0%	0	3.2%	61
Unknown/Not Reported	0%	0	2.9%	2

Fall 2024 Enrollment Demographics Average Age				
	Program %	Headcount	College %	Headcount
Under 18	38%	8	54%	1,035
18-19	27%	4	18%	338

Fall 2024 Enrollment Demographics				
Average Age				
	Program %	Headcount	College %	Headcount
20-21	9%	1	6%	124
22-24	36%	4	6%	107
25-29	27%	4	5%	102
30-34	0.0%	0	5%	90
35-39	0.0%	0	3%	55
40-49	0.0%	0	3%	60
50-64	0.0%	0	1%	13
65 and over	0.0%	0	0%	1

Summary Review of Program Demographics

Summary Review of Program Demographics over the five-year review period,

Over the past five years (2019–2024), the Masonry Building Trades Program has awarded a total of 77 certificates, with a notable peak of 26 graduates in 2023–2024—the highest in the reporting period. This marks a strong rebound after a drop to just 7 graduates in 2022–2023.

Enrollment Trends have remained relatively stable, fluctuating from a high of 17 students in Fall 2020 to 12 students in Fall 2024. While there's been a slight decrease from the previous year, enrollment has generally held steady but low.

During the Fall 2024 semester, twelve (12) students were enrolled full-time, 10 males and 2 females, reflecting a 5:1 gender ratio. The class includes 2 dual enrollment students (both male) and 2 non-traditional students (both female). All enrolled students are classified as sophomores, with no freshmen currently enrolled.

Demographic data shows that the program currently serves an entirely African American student population (100%), compared to 75.4% across the college. Age-wise, all students fall between 18–29 years old, with the largest group (36%) in the 22–24 age range.

There was a notable decline during 2020–2021 and 2022–2023, to covid 19 pandemic-related impacts.

2023–2024 shows significant recovery in the number of graduates, reflecting stronger recruitment or improved retention efforts.

Observations:

The Highest enrollment was in Fall 2020 (17 students).

Fall 2021 (9 students) had the lowest, possibly pandemic-related.

Enrollment has been relatively stable since 2022 but has not returned to pre-2020 levels.

Fall 2024 Enrollment Breakdown

By Enrollment Type:

Total Students: 12

Full-Time: 12

Part-Time: 0

By Classification:

Sophomores: 9

Dual Enrolled: 2

Non-traditional (Tech programs): 2

Freshmen: 0

Insight: There are no freshmen, which could signal a recruitment or pipeline issue for incoming students. The majority are sophomores or dual enrolled.

Insight: The program is 83% male, suggesting a gender imbalance that could be addressed through targeted outreach or support for women in tech/trade programs.

Insight: The masonry program is made up of predominately black students at 100%, which is higher than the college average (75.4%). There is no racial diversity within the program currently.

Insight: The program primarily serves older students, with 63% aged 22–29, indicating it may function as a post-secondary or second-chance pathway. In contrast, only 37% are younger dual enrollment students (ages 15–18), which differs significantly from the broader college population.

Strengths:

Graduate numbers are rebounding strongly in 2023–2024.

High percentage of Black students served—meeting equity goals.

Age diversity suggests accessibility for adult learners.

Areas of Concern:

No new freshmen suggest potential pipeline/recruitment challenges.

Gender imbalance (83% male) needs to be addressed to promote diversity and inclusion.

Zero racial diversity beyond Black students—consider outreach to other underrepresented groups.

Enrollment has not fully recovered to pre-2020 levels.

Recommendations:

Increase Freshman Outreach – Partner with high schools, offer preview programs, or host open houses.

Enhance Female Participation – Launch initiatives focused on women in tech/trades.

Boost Racial Diversity – Collaborate with diverse community organizations.

Retention Monitoring – Since many are sophomores, ensure support to complete programs and graduate.

Strengths in Program Demographics

The Masonry Building Trades Program effectively serves an inclusive and career-focused student population. It supports 100% African American enrollment, aligns with workforce-age that students went (18–29), and includes both dual enrollment and non-traditional learners. With 100% full-time enrollment and growing gender inclusion, the program demonstrates strong engagement and accessibility for underrepresented and emerging skilled workers.

Weaknesses in Program Demographics

The Masonry Building Trades Program faces several challenges: There is a significant gender imbalance with few female students, lack of racial diversity beyond African American students, a narrow age range with no older students enrolled and no freshmen enrolled, and a small overall enrollment. Addressing these issues will help improve inclusivity and strengthen the program's growth.

Summary of Program Demographic Weaknesses (Fall 2024)

- 1. Lack of Racial/Ethnic Diversity**
 - a. 100% of students are Black; no representation from other racial/ethnic groups.
 - b. Limits inclusivity and broader outreach.
- 2. Gender Imbalance**
 - a. 83% male, only 2 female students.
 - b. Indicates potential barriers for women in the program.
- 3. No Freshmen Enrolled**
 - a. Signals recruitment pipeline issues.
 - b. Threatens long-term program sustainability.
- 4. Narrow Age Range**
 - a. Most students are 22–29 years old.
 - b. No younger (under 18) or older (30+) learners involved.
- 5. Low Non-Traditional Enrollment**
 - a. Only 2 non-traditional students enrolled.
 - b. Program may not be accessible to working adults or career changers.
- 6. No Part-Time Students**
 - a. All students are full-time.
 - b. Lack of flexibility may exclude those with jobs or family obligations.

Plan for improvement

To improve the Masonry Building Trades Program, efforts will focus on increasing female enrollment and racial diversity, attracting older and non-traditional students, boosting freshman enrollment through dual enrollment partnerships, and expanding overall enrollment via outreach and support. These steps aim to create a more inclusive and sustainable program.

- **Increase Freshman Outreach** – Partner with high schools, offer preview programs, or host open houses.
- **Enhance Female Participation** – Launch initiatives focused on women in tech/trades.
- **Boost Racial Diversity** – Collaborate with diverse community organizations.
- **Retention Monitoring** – Since many are sophomores, ensure support to complete programs and graduate.

IV. Narrative for SACSOC Principles of Accreditation

Institutional Mission & Goals

Principles of Accreditation		
2.1(CR)	Institutional Mission	Clearly defined, comprehensive, and published mission specific to the Institution and appropriate for higher education. The mission addresses teaching and learning and where applicable public service
Narrative: George Corley Wallace State Community College (WCCS) has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The WCCS mission statement is: To provide high-quality learning-centered educational opportunities and services, through diverse instructional delivery modes, that are responsive to individual, community, state, and global needs. The mission statement of WCCS is appropriate to an institution of higher education whose primary focus is to provide high-quality teaching and learning-centered educational opportunities and services. The College's goals (2020-2025) are: 1. Teaching & Learning: Promote and provide quality, teaching and learning environments and experiences that enhances the development of knowledge, skills, behaviors, and values for students and enables them to be successful in the workforce or subsequent education.		

2. **Student Focus/Services Success:** Promote high quality student experiences through services consistent with student needs, interests and abilities that lead to student development and success.
3. **Technology:** Broaden the development of educational and administrative technology that enhances student learning and improves college management processes and functions.
4. **Workforce/ Economic Development:** Provide high quality workforce development programs that meet the needs of businesses and industries and enhance the economic development efforts of the region and the state.
5. **Community Engagement/Development:** Foster key relationships with community leaders to support community engagement and development efforts in the college's service area.
6. **Adult Education:** Provide an Adult Education program that alleviates educational gaps and helps participants gain economic and social mobility.
7. **Enrollment:** Implement a strategic enrollment management plan that has a positive impact on the college's financial stability.
8. **Efficiency of Operations:** Improve efficient operations of the College.

Program Mission

The mission of the WCCS Masonry Department is to equip students with the technical skills, safety knowledge, and hands-on experience necessary for successful careers in masonry and related construction trades. Through industry-aligned training and real-world applications, the program prepares students for entry-level employment and lifelong learning in the field.

7.1(CR)	Institutional Effectiveness	The Institution engages in ongoing, comprehensive, integrated research-based planning and evaluation processes that(a) Focus on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission.
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Narrative:

George Corley Wallace Community College Selma (WCCS) engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes and is committed to continuous improvement to ensure the college is effectively accomplishing its mission. These processes (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with WSSC's mission.

Overview of the Planning and Effectiveness Processes

The college's Institutional Effectiveness Process incorporates strategic planning, evaluation, decision-making and continuous improvement at the institutional level, administrative, academic programs and student support services level. WCCS identifies programs, processes, and services that are meeting their outcomes and where improvements are needed. The planning process includes strategies for implementation and allocates resources to ensure that WCCS effectively accomplishes its mission.

WCCS's Institutional Planning and Evaluation processes are:

Ongoing: The institutional planning and evaluation processes at WCCS occur in a continuous cycle of planning and assessment, which is evident in the Institutional Effectiveness Calendar, and occurs at the institutional, and program/unit levels. This happens formally on an institutional basis through development, implementation, monitoring, and reporting on the College's Strategic Plan; and through annual academic program reviews and program/unit assessment plans.

Comprehensive: Institutional assessment is comprehensive of all college operations, uses multiple sources of evidence, and is holistic involving faculty and staff. The institutional assessment process provides evidence of continuous improvement at the institutional level, student learning, educational programs, and academic and administrative services.

All levels, programs, and units are included in planning and evaluation. The President chairs the Strategic Planning Council comprised of administrators, faculty and staff. The council is responsible for the oversight of institutional level assessment which annually reviews the college's mission and evaluates the college's effectiveness in meeting its mission. Faculty and staff further participate in planning, assessment, and evaluation processes by serving on standing committees responsible for assessing each college goal.

The Strategic Planning Council members serve as chairs of goal subcommittees and are responsible for assessing key performance indicators for each strategy to determine if the college goal was met. In addition, the subcommittees review and provide feedback on the relevance and comprehensiveness of the goal and strategies in relation to the college meeting its mission.

Faculty also provide leadership, direction, and oversight for the assessment of student learning at the institutional and program levels and annual program reviews. Faculty, staff, and administration participate in establishing objectives, conducting the assessments, reviewing results, identifying areas needing improvement, and developing and implementing action plans for continuous improvement.

Institutional Level Assessment

Strategic Planning Assessment

As noted in the 2024-2025 Standing Committees, the Strategic Planning Council is a twenty-member committee appointed by the president, which serves in an advisory capacity. The Planning Council's primary functions are to ensure that all WCCS employees understand the planning process and that there is broad-based participation. The council serves as an agent who collects and disseminates information and data relevant to college planning. In addition, they ensure that all organizational elements of WCCS create measurable outcomes and assessments and assess student success with meeting the outcomes.

The President's Cabinet consists of academic and administrative Deans and Associate Deans, the Director of Technology, Information Services, and Director of Facilities and Safety. The President's Cabinet meets regularly throughout the year, serving in an advisory capacity to the President as well as providing institutional updates as needed. The President's Cabinet reviews and approves recommendations of the Strategic Planning Council.

The Strategic Planning Council and the office of Institutional Effectiveness is accountable to the President for the results relative to the strategic planning assessment process. Assigned subcommittee chairs annually report on the status of actions and attainment of key performance indicators for each goal in the plan. The Strategic Planning Council discuss revisions and updates to the plan and present recommendations to the President's Cabinet and President for final approval.

Unit Level Assessments

WCCS assesses general education student outcomes in all academic and technical programs. A college General Education Student Outcome Assessment Map was developed using individual program assessment maps submitted to the office of Institutional Effectiveness by faculty members of each discipline. The college annually assesses five (5) General Education Student Outcomes on a three-year rotational basis: Critical Thinking, Communication, Ethical Reasoning, Computer Literacy, and Diversity.

The College's Assessment Manual gives a general overview of how the assessment of General Education Student Outcomes is facilitated each year to ensure that expected outcomes are clearly defined, and in measurable terms. The college continuously and systematically evaluates its expected outcomes, and results are used to make improvements.

General Education Student Outcome data is both aggregated by college and dis-aggregated by programs, which allows WCCS to collect and review data for decision making on both its associate in science and associate in arts degree transfer programs, as well as its Certificate programs. As content experts, faculty determined appropriate courses and assignments for

general education student outcome assessments, considering course placement in the academic areas of the curriculum, frequency of course offerings, and quantity of course offerings. A faculty General Education Student Outcome Rubric Committee was appointed that represents broad-based faculty engagement.

C. Educational Program Reviews

As a part of its institutional effectiveness process, the College also engages in a comprehensive review of each educational program over a five-year cycle. WCCS follows the Alabama Community College System Board of Trustees Policy 703.01, which requires that an institution evaluate each of its educational programs at least every five years.

The Program Review Template is shared with educational programs at the start of the program review period. Programs are provided pertinent program data by the office of Institutional Research.

Program reviews have become a significant facet of the planning process and have been instrumental in improving the quality of our programs and expanding student learning. The comprehensive evaluation of each program includes program goals, demographics, curriculum analysis, assessment of weaknesses and strengths, and a student learning outcomes assessment. Also included are faculty evaluations, faculty development and governance, student support services, student policies and recruitment, learning resources, and physical and financial resources. A summary of Perkins performance indicators and program improvements and changes implemented since the last review is included.

The program review process includes an onsite external review team composed of peer faculty, and business and industry partners. The onsite committee provides a written feedback report of findings after reading the program's self-review report and visiting onsite or viewing electronically to verify and validate statements, resources and information.

The office of Institutional Effectiveness discusses the recommendations of the on-site committee with each educational program. Critical to the process is the integration of identified areas needing improvement into the program's assessment plan for the subsequent year to ensure closing the assessment loop. The college's program review process and the Institutional Effectiveness planning process emphasize the quantity and quality of student learning within each educational program.

Integrated: Planning and evaluation are integrated throughout all levels (institution, and program/unit) and connected by the mission-focused, strategic priorities of the institution. Assessment findings at the institutional level are developed as or integrated into current objectives in annual operational plans and implemented at the program/unit level. Both the Strategic Planning Council goal subcommittees who make recommendations for improvement and the planning unit which implements the recommendations are responsible for reevaluating

effectiveness to ensure closure of the assessment loop. Budgeting priorities are aligned with recommendations approved by the President through the institutional assessment process.

Research-Based: Strategic and operational plans include expected outcomes (e.g., key performance indicators informed by baseline or comparative data). Quantitative data, such as demographic data, retention rates, graduation rates, transfer and employment statistics, student learning and license exam pass rates, are incorporated in assessment to gauge the extent to which WCCS is attaining established outcomes. Likewise, qualitative data such as results from surveys of current students, prospective graduates, external stakeholders, employers, and WCCS employees provide useful indicators of use of services, satisfaction, perceptions of quality, etc.

Focused on Institutional Quality and Effectiveness:

WCCS's planning and evaluation processes focus on institutional quality and effectiveness by identifying desired outcomes relative to strategic, mission-focused priorities and evaluating the extent to which those outcomes are achieved. When performance falls short of targets, plans for improving quality and effectiveness are developed and implemented. Listed below is a cross section of improvements in institutional quality as a result of research best practices implemented above.

Program engagement in the IEP Process

Each year the Masonry Building Trades program participates in continuous improvement through the development of an Institutional Effectiveness Plan (IEP) for the upcoming year and reporting of the previous year's results/findings. The IEP for the Masonry Building Trades Program 2021 – 2022, 2022 – 2023, 2023 – 2024, and 2024-2025 demonstrates participation of the program in the IEP process each year. The program unit conducts program evaluations as a part of its ongoing IEP process. In June of each school year, an IEP is generated for the program which includes statements of purpose, goals, intended educational outcomes, means of assessment, and criteria for success. At the end of the following school year (May), the program completes the process, placing a summary of the assessment results and use of results for improvement of the program into SPOL. In the fall 2017 the Masonry Program IEP was re-structured to assess the core Perkins requirements as program outcomes. An advisory committee also evaluates the program as required by Alabama Community College System Board of Trustees policy 711.01. The Program Advisory Committee includes representatives from business and industry professionals in the college's service area. Minutes from the program Advisory Committee meeting are kept on file in the office of IE and the Dean of Instruction office.

List/Discuss Program Improvements implemented because of Assessments: (IEPS)

Identify any improvements related to feedback received from your last Program Review on-site committee visit and Advisory Committee.

Program Review: The most recent review of the Masonry Building Trades Program was completed in March 2020. As part of the review process, the program instructor conducted a detailed self-assessment, identifying both strengths and areas in need of improvement. The subsequent follow-up report outlines the specific steps taken to address the identified weaknesses, such as updating curriculum components, enhancing instructional methods, improving student support services, and incorporating industry feedback. These targeted improvements have contributed to strengthening the overall effectiveness and quality of the program. Additionally, efforts to increase student engagement and align program outcomes with current workforce demands have helped ensure graduates are better prepared for career success.

Program Improvements (2020–2025) Resulting from IEP Assessments:

Over the past five years, the Masonry Building Trades Program has implemented several key improvements based on findings from IEP assessments to enhance student learning and overall program quality:

1. **2021:** The MAS courses were fully integrated into the Canvas Learning Management System (LMS) shell. This allowed students who missed class sessions to access lectures, assignments, and course materials online, providing flexible learning options and accommodating diverse student schedules—essential for balancing work, school, and personal commitments.
2. **2024:** Students were provided with official *alabama.edu* WCCS email accounts to improve communication between instructors and students regarding class assignments, deadlines, and program updates. This upgrade has strengthened engagement by ensuring timely and consistent information exchange, which is critical for student success and retention.
3. **2023–2025:** The program has invested in new, industry-standard equipment, including a mortar mixer, a vibrator packer, and a Masonry Trile. These tools have expanded hands-on training opportunities, enabling students to develop practical skills with up-to-date masonry equipment. This aligns closely with workforce expectations and industry standards, enhancing graduates job readiness and career prospects.

Further improvements influenced by business and industry involve integrating OSHA safety training, encouraging the attainment of industry certifications, and broadening collaborations with local employers to provide internships and job placement opportunities. Together, these initiatives enhance the program's relevance to industry standards and help prepare students for successful careers in masonry.

Curriculum		
Principles of Accreditation		
9.1 (CR)	Program content	The program embodies a coherent course of study that is compatible with its stated mission and goals of the institution, and are based on fields of study appropriate to higher education
Narrative: George Corley Wallace State Community College (WCCS) offers programs consistent with the college's mission and goals. Definition of a program: An instructional program is defined as a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge and understanding. The following degree programs are offered at WCCS, as established by Alabama Community College System (ACCS) Chancellor's Procedures 712.01: Associate in arts degree, associate in science degree, associate in applied science, and Standard Certificate and Short-Term Certificate programs. Guidelines for distribution and requirements for courses and areas of study within the various degree programs are established by the Chancell. All colleges in the ACCS System follow consistent plans for their programs. Accordingly, ACCS Board of Trustees Policy 712.01 states that colleges are authorized to certify the successful completion of prescribed courses of study in each instructional program through the awarding of the following degrees and certificates: Associate in arts (AA) Degree: An undergraduate award signifying successful completion of a prescribed course of study (60 to 64 semester credit hours) designed for students planning to transfer to a senior institution to pursue a baccalaureate degree in the liberal arts. Only colleges accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) are authorized to award this degree. Associate in science (AS) Degree: An undergraduate award signifying successful completion of a prescribed course of study (60 to 64 semester credit hours) designed for students planning to transfer to a senior institution to pursue a baccalaureate degree in the sciences or a specialized professional field. Only colleges accredited by SACSCOC are authorized to award this degree. Requirements for Degrees and Certificates		

Colleges must offer degree programs that reflect coherent courses of study that are compatible with their own missions, that are based upon fields of study appropriate to higher education, and that include general education components ensuring a breadth of knowledge that promotes intellectual inquiry and critical thinking. Thus, each degree must consist of coursework from each of the following five areas as defined by the Alabama Articulation and General Studies Committee (AGSC):

- Area I: Written Composition - Study in this area ensures effective written communication skills, which are essential in a literate society.
- Area II: Humanities and Fine Arts - Study in the humanities addresses the ability to deal with questions of values, ethics, or aesthetics as they are represented in literature, philosophy, religion, and the arts, and is fundamental to general education. In addition to literature, disciplines in the humanities and fine arts include, but are not limited to, area/ethnic studies, philosophy, religious studies, speech, foreign languages, art and art history, music and music history, theatre, and dance.
- Area III: Natural Sciences and Mathematics - Study in the natural sciences and mathematics emphasizes the scientific method and quantitative reasoning. Disciplines in the natural sciences include, but are not limited to, astronomy, biology, chemistry, earth science, geology, physical geography, physics, and physical science.
- Area IV: History, Social, and Behavioral Sciences. Study in history and the social and behavioral sciences deals primarily with the study of human behavior, social and political structures, and economics. Disciplines other than history in this area include, but are not limited to, anthropology, economics, geography, political science, psychology, and sociology.
- Area V: Pre-Professional, Major, and Elective Courses. Area V is designated for courses appropriate to the degree/major requirements of the individual student.

Masonry Building Trades Program Standard Certificate

Curriculum Display by Semester

Prefix #	First Year – Fall	Theory	Lab	Sem. Hrs.
MAS 111	Masonry Fundamentals	2	1	3
MAS 121	Brick/Block Masonry Fundamentals	1	2	3
MAS 131	Brick/Block Masonry Fundamental II	1	2	3
MAS 151	Brick/Block Masonry Fundamental III	1	2	3
MTH 101	Introductory Mathematics	0	0	3

ORI 101	Orientation to College	0	0	2
Semester Total = 17 SH				
Prefix #	First Year – Spring	Theory	Lab	Sem. Hrs.
MAS 161	Block Masonry Lab		0	3
MAS 162	Brick Masonry Lab		2	3
MAS 171	Residential/Commercial Masonry	1	2	3
MAS 181	Special Topics in Masonry	1	2	3
ENG 100	Vocational Technical English I	0	0	3
Semester Total = 15 SH				
Prefix #	First Year – Summer	Theory	Lab	Sem. Hrs.
MAS 182	Special Topics in Masonry	1	2	3
MAS 211	Stone Masonry	1	2	3
MAS 231	Basic Cement Masonry	0	3	3
MAS 271	Basic Cement Masonry Lab	3	0	3
Semester Total = 12 SH				
Prefix #	Second Year – Fall	Theory	Lab	Sem. Hrs.
MAS 183	Special Topics in Masonry	1	2	3
MAS 221	Specialized Masonry	1	2	3
MAS 252	Fireplace Construction	0	3	3
MAS 253	Brick Arches Lab	0	3	3

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Semester Total = 15 SH

Certificate Program Total = 59 SH

Masonry Building Trades Program Short Certificate

Curriculum Display by Semester

Prefix #	First Year – Fall	Theory	Lab	Sem. Hrs.
MAS 111	Masonry Fundamentals	2	1	3
MAS 121	Brick/Block Masonry Fundamentals	1	2	3
MAS 131	Brick/Block Masonry Fundamental II	1	2	3
MAS 151	Brick/Block Masonry Fundamental III	1	2	3

Semester Total = 12 SH

Prefix #	First Year – Spring	Theory	Lab	Sem. Hrs.
MAS 161	Block Masonry Lab	0	3	3
MAS 162	Brick Masonry Lab	0	3	3
MAS 171	Residential/Commercial Masonry	1	2	3
MAS 181	Special Topics In Masonry	1	2	3

Semester Total = 12 SH

Certificate Program Total = 24 SH

9.3(CR)	General education	General education is a substantial component of each undergraduate degree and certificate. (a) is based on coherent rational(b) a minimum of 15 semester hours or equivalent in associate degree programs. (c) includes at least one course in
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		humanities, fine arts, social/behavioral sciences, and natural science/mathematics.
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Narrative:

George Corley Wallace State Community College (WCCS) requires the successful completion of a general education component that is based upon a coherent rationale, that is a substantial component of each undergraduate degree program, and that ensures breadth of knowledge. WCCS has formal guidelines and policies, prescribed by the Alabama Community College System Board of Trustees Chancellor's Procedure for Policy 712.01, which establishes a rationale for its general education requirements. According to the Chancellor's Procedure for Policy 712.01:

“Colleges must offer degree programs that reflect coherent courses of study that are compatible with their own mission, that are based upon fields of study appropriate to higher education, and that include general education components ensuring a breadth of knowledge that promotes intellectual inquiry and critical thinking.”

In addition, the Chancellor's Procedure for Policy 712.01 establishes the requirements for all degrees and certificates, and it ensures that general education represents a substantial component of the undergraduate degree program. This Procedure determines the required semester credit hours for each degree and certificate program in Written Composition, Humanities and Fine Arts, Natural Sciences and Mathematics, History, Social, and Behavioral Sciences, and Pre-Professional, Major, and Elective courses. The program requirements, including the general education requirements, are the same whether the delivery method is traditional, online, or hybrid. Table 1 indicates the required distribution of semester credit hours for each area of study as required by the Chancellor's Procedure for Policy 712.01.

Percentage of General Education Credit Hours Required for WCCS Degrees			
Degree/Certificate	Total General ED Credits	Total Credit Hours Required	Percentage of General Education Courses
Certificate	6	54	11%

8.2.a	Student Learning Outcomes	Institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: Student Learning Outcomes for each of its educational programs.
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Narrative:

Every academic, administrative, and educational support unit is required to develop and document an appropriate annual planning and assessment process which assures that the college's method of assessment leads to substantive institutional improvement over time. SPOL is used to facilitate this work, which enables planning units to formulate and manage their assessment plans and reports. Continuous faculty training has been provided in the use of SPOL. A training manual was also

developed by the office of Institutional Effectiveness to assist faculty. The submission of data into SPOL allows faculty and academic disciplines to view dis-aggregated course performances as well as aggregated program performances. Based on the projected score and the actual student performance data placed in SPOL by faculty, a graphic and numeric performance score is generated that identifies the percentage by which the projected score (goal) was met.

WCCS engages in a continuous practice of planning and assessment that supports the institution's educational programs and focuses on improvement to enhance student learning. The assessment process has been a longstanding institutional priority, which yields periodic revisions to provide continued and improved support for the college's mission. The College's educational programs continually assess student learning and document program improvements.

Overview of Educational Program Assessment Process/ Assessment Activities

Arts & Sciences faculty engages in an extensive planning and evaluation process to ensure clearly defined, measurable outcomes. The College's Assessment Manual gives a general overview of how the college facilitates planning activities. The college systematically and continuously evaluates expected outcomes and uses results to improve its educational programs. Faculty annually engage in the assessment processes listed below.

Step 1: WCCS schedules official college-wide planning dates for educational programs to meet and develop planning goals and review student-learning outcomes for the upcoming assessment cycle in March of each year. All faculty are required to attend departmental planning meetings to review current outcomes and make revisions as needed. The planning process facilitates a focus on the college's mission and goals to ensure that each educational program's missions align with the college's mission.

Step 2: The Dean of Instruction and department chairs facilitate the planning process, collaborating with faculty, to ensure that there are clearly defined expected outcomes that are stated in measurable terms for each educational program within their respective divisions.

Step 3: Once faculty establishes educational outcomes, methods used to assess the outcomes, and the criteria used to determine success are identified. Following approval of the department chair, faculty submit the assessment plans to the office of Institutional Effectiveness, utilizing a five-column template to be placed into the assessment module of SPOL.

Step 4: All Faculty implement assessment activities to measure student-learning outcomes identified in their plan during the Fall and Spring semesters each year.

Step 5: At the end of each Fall and Spring semester during faculty data days, faculty enter all data collected from the assessment activity into SPOL's assessment module and document summary results/findings. Faculty also indicates class presentation type in the

outcome rubric in SPOL. Designating class presentation type allows faculty to dis-aggregate online student performances from traditional student performances as well as validate that both class presentation types are assessed using the same assessment activity.

Step 6: Faculty meet in the afternoon session of data days to analyze the data findings and make recommendations for program improvement. The Lead Instructor for each academic discipline is responsible for placing the summary findings and agreed upon recommendations for improvements into the SPOL assessment module before the end of the day.

Step 7: Department chairs are responsible for reviewing and approving the final Student Learning Outcome Report in SPOL to ensure program compliance. The office of Institutional Effectiveness provides a review of the appropriate completion of the Student Learning Outcome Assessment Reports to validate that the program addresses all components of the report correctly and closes the loop in the assessment process.

Step 8: Following approval from the Dean of Instruction and department chairs, the program implements the recommended changes for improvement in the Fall semester of the following year.

The Assessment Feedback Rubric utilized by the office of Institutional Effectiveness provides a rating of Developing (needs improvement), Competent (minimal desired performance), and Exemplary (preferred performance) for each intended educational outcome, assessment measure, actual finding, and use of data to make program improvements. Educational programs rated as Developing in any area of the assessment rubric receive assistance to make the necessary revisions to correct the Developing rating. All educational programs are encouraged to seek program improvements continuously. Programs consistently reporting no improvement needed would receive a rating of Developing from the review and would be required to resubmit a corrective action plan utilizing assessment finding to make program improvements.

The office of Institutional Effectiveness facilitates the assessment process and shares the Analysis of Student Learning Outcomes with the President's Cabinet and the Strategic Planning Council.

The SPOL Detailed Program Report is a complete assessment report for each educational program at WCCS. This report contains both aggregated and dis-aggregated assessment data for each educational program as well as assessment findings and identified use of results for program improvements. The report identifies the various assessment instruments that are used to determine if the learning outcomes are achieved. Each assessment activity is developed, reviewed, and evaluated by faculty who teach within the discipline and division chairs on a regular basis to ensure that assessment instruments are relevant and appropriate methods for measuring the effectiveness of the college's educational programs. The graphic and numeric scores on the reports indicate the difference by which the projected score (outcome) was met. For example: If the

faculty has a goal for 60% of the students to score 70% on the assignment, but 80 % of students scored 70%, the graphic and numeric score would reflect a +10% difference.

Masonry Student Learning Outcomes

Student Learning Outcome Benchmark Performance				
Course Outcomes	Benchmark	Actual Results (Difference %)		
		2021-2022	2022-2023	2023-2024
3b. Level III is clustered into four courses: MAS183, 221, 252 and 253. As a result of these courses the student will demonstrate knowledge and skills in Masonry high-rise construction, specialized materials and techniques, repair and restoration, commercial drawing, estimating, concrete forms and placing footings, and construction of a concrete slab.	70.0%	90.48% (+20.48%)	N/A	N/A
4a. Level IV is clustered into four courses: MAS 211, 182, 231 and 271. As a result of these courses the student will demonstrate knowledge in the history and theory of the application of stone and cement masonry, different types of stone, and stonemasonry tools.	70.0%	100.00% (+30.00%)	N/A	N/A
4b. Level IV is clustered into four courses: MAS 211, 182, 231 and 271.	70.0%	100.00% (+30.00%)	N/A	N/A

As a result of these courses the student will demonstrate knowledge and skills in the application of stone and cement masonry, different types of stone, and stonemasonry tools.					
1a. Level I is clustered into four courses: MAS 111, 121, 131 and 151. As a result of these courses the student will demonstrate knowledge of the introduction to masonry, masonry safety, measurements, drawing, and specifications.	70.0%	N/A	95.45% (+25.45%)	N/A	
1b. Level I is clustered into four courses: MAS 111, 121, 131 and 151. As a result of these courses the student will demonstrate knowledge and skills in tools and equipment used in masonry, the types and properties of mortar, and masonry installation techniques.	70.0%	N/A	100.00% (+30.00%)	N/A	
2a. Level II is clustered into four courses: MAS 161, 162, 171 and 181. As a result of these courses the student will demonstrate	70.0%	N/A	N/A	100.00% (+30.00%)	

knowledge in residential plans, drawing interpretation, grout and other reinforcements, metal work in masonry, construction techniques, moisture control, construction inspection, and quality control.					
2b. Level II is clustered into four courses: MAS 161, 162, 171 and 181. As a result of these courses the student will demonstrate knowledge and skills in residential masonry, advanced laying techniques, advanced laying techniques construction techniques, moisture control, construction inspection, and quality control.	70.0%	N/A	N/A	100.00% (+30.00%)	
3a. Level III is clustered into four courses: MAS183, 221, 252 and 253. As a result of these courses the student will demonstrate knowledge in Masonry high-rise construction, specialized materials and techniques, repair and restoration, commercial	70.0%	N/A	N/A	100.00% (+30.00%)	

drawing, estimating, and essentials of concrete work.				
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Listing of Educational Program Improvements Based on SLO Assessment Findings (2021-2024)

Performance Overview

SLO Level	Course Cluster	SLO Focus	Benchmark	Actual Result	Difference
1a	MAS 111, 121, 131, 151	Intro to masonry, safety, measurement, drawings	70%	95.45% (2022–2023)	+25.45%
1b	MAS 111, 121, 131, 151	Tools, mortar, installation techniques	70%	100% (2022–2023)	+30.00%
2a	MAS 161, 162, 171, 181	Residential plans, drawing, construction techniques	70%	100% (2023–2024)	+30.00%
2b	MAS 161, 162, 171, 181	Advanced laying techniques, inspection, quality control	70%	100% (2023–2024)	+30.00%
3a	MAS 183, 221, 252, 253	High-rise construction, materials, commercial drawing	70%	100% (2023–2024)	+30.00%
3b	MAS 183, 221, 252, 253	Slab construction, estimating, concrete forms	70%	90.48% (2021–2022)	+20.48%
4a	MAS 211, 182, 231, 271	Theory & history of stone/cement masonry	70%	100% (2021–2022)	+30.00%
4b	MAS 211, 182, 231, 271	Application of stone/cement masonry	70%	100% (2021–2022)	+30.00%

Key Strengths

- All SLOs exceeded the 70% benchmark, with most achieving 100% mastery.
- Highest increase over benchmark: +30%, seen in six SLOs.
- Performance is strong across all four program levels (I–IV), showing a well-aligned curriculum.

- Continuous improvement evident, with newer data (2022–2024) showing consistent or improved performance.

Potential Weaknesses / Areas for Review

While performance is high, a few areas for consideration include:

1. Lack of Data Consistency Across Years

- a. Some outcomes (e.g., 1a, 1b) only have data for one year.
- b. Earlier SLOs (2021–2022) have no follow-up results; newer ones (2023–2024) don't show past trends.

2. Over-Performance Risks Masking Issues

- a. Repeated 100% scores may indicate:
 - i. Assessments that are too easy
 - ii. Lack of rigor or variation in evaluation methods
 - iii. Need for more challenging, real-world aligned assessments

3. 3b Lower Relative Score

- a. Only SLO below 100% (90.48%) – still above benchmark but suggests opportunity for improvement in Level III slab construction and estimating.

Educational Program Improvements (2021–2024)

(Based on SLO Assessment Findings)

2021-2022: This instructor was hired in November 2022

2022-2023:

- Held remediation classes for students that scored under 70%
- Visited schools and took students into the classroom

2023-2024:

- Fall-Instreams, ensured that each student completed the projects that was required in the Masonry Building Trades Program, by giving more time and help to each Students.
- Spring-Instreams, ensured that each student completed the projects that are required in the Masonry Building Trades Program, by giving more time and help to each Students.

2024-2025:

The changes implemented for the Fall 2024:

- We will go to schools to talk to students in the classroom and Facebook as well
- We held remediation classes for students than scored less than 70

8.2.b	College-level Competencies	Institution identifies expected outcomes, assess the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: College-level general education competencies of its undergraduate programs.
Narrative: General Education is that part of the total educational program, as distinguished from vocational or occupational education, which seeks primarily to develop skills knowledge, attitudes, and values to provide for effective personal and family living and responsible citizenship in a democratic society. Upon successful completion of certain General Education and technical courses, the student will have acquired the skills and abilities described in the General Education Student Learning Outcomes listed below: • Student General Education Learning Outcome I- Critical Thinking: Students will demonstrate the ability to think critically and effectively by identifying the risk associated with making and implementing decisions, • Student General Education Learning Outcome II- Communicate Effectively: Students will demonstrate oral and written communication that is characterized by clarity, critical analysis, logic coherence, persuasion, and rhetorical awareness. • Student General Education Learning Outcome III- Ethical Reasoning: Students will be able to recognize ethical issues and behaviors and contribute ethically to the personal, professional and social context in which they live. • Student General Education Learning Outcome IV- Computer Literacy: Students will demonstrate the basic computer skills necessary to function effectively in a technological society. • Student General Education Learning Outcome V- Diversity: Students will be able to express ideas, identify behaviors, and actualize practices that promote social justice and equity. Students will be able to articulate ideas and exhibit behaviors that cultivate teamwork, critical thought, and communication to function in a diverse workforce and global community. To ensure that the desired general education outcomes meet college-level standards, the outcomes are assessed throughout the students' courses in all areas of study (Areas I-V). WCCS also developed a General Education Student Outcome Rubric to assess the outcomes. This data is collected and reviewed by the General Education Student Outcome Rubric committee. This committee provides recommendations for improvements to the Dean of Instruction. In addition,		

the Office of Institutional Effectiveness developed the College's General Education Competency Map. This map includes the competency, degree, certificate, and the courses where the outcome is assessed. These outcomes are assessed annually on a rotational basis with communication and critical thinking assessed every year.

General Education Competency Aggregated Data					
		2020-2021 Assessment Data	2021-2022 Assessment Data	2022-2023 Assessment Data	2023-2024 Assessment Data
1. Critical Thinking	Aggregated Actual Results	100.00%	100.00%	100.00%	100.00%
	Goal was met by	+40.00%	+40.00%	+40.00%	+40.00%
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
2a. Oral Communication	Aggregated Actual Results	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	Goal was met by		Assessed	Not Assessed	Assessed
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
2b. Written Communication	Aggregated Actual Results	100.00%	100.00%	100.00%	100.00%
	Goal was met by	+40.00%	+40.00%	+40.00%	+40.00%
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
3. Ethical Reasoning	Aggregated Actual Results	Not Assessed	Not Assessed	94.44%	Not Assessed
	Goal was met by			+34.44	
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
4. Computer Literacy	Aggregated Actual Results	66.67%	Not Assessed	Not Assessed	100.00%
	Goal was met by	+6.67%			+40.00%
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
5. Diversity	Aggregated Actual Results	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	Goal was met by				
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				

Narrative:

Discuss Strengths and weaknesses in Programs General Education Outcome data

Strengths

1. Critical Thinking

- **Consistent performance:** Maintained **100%** each year, 2020–2024.
- **Exceeding expectations:** The goal was for **60%** of students to score 60% or higher. The actual results were **+40% above the goal**, indicating strong mastery.
- **Strength Area:** This suggests strong integration of critical thinking across the curriculum and effective teaching strategies.

2. Written Communication

- **Consistent performance:** Maintained **100%** each year, 2020–2024.
- **Exceeding expectations:** Like Critical Thinking, this area consistently performed **+40% above the 60% proficiency goal**.
- **Strength Area:** Indicates a strong writing program with effective assessment methods and student engagement.

3. Computer Literacy (2020-21 & 2023-24 only)

- Scored **66.67%** in 2020–21 and **100%** in 2023–24.
- **Improved over time:** Improvement from slightly above goal (+6.67%) to full proficiency.
- **Potential strength:** With consistent assessment, this could be a reliable area of student competency.

Weaknesses

1. Lack of Consistent Assessment

Several competencies were **not assessed** regularly, leading to gaps in data and unclear trends.

a. Oral Communication

- **Never assessed** (2020–2024).
- **Weakness:** Critical area for student success in both academic and career settings is missing from evaluation.

b. Ethical Reasoning

- Only assessed in **2022–2023** (94.44% proficiency).
- Although results were strong (**+34.44% above goal**), it's a **weakness** that it wasn't assessed in any other year.

c. Diversity

- **Never assessed** over the four-year span.
- **Major gap:** In today's educational climate, this is an essential competency for developing inclusive, socially aware graduates.

d. Computer Literacy

- **Only assessed** in 2020–21 and 2023–24.
- **Inconsistent data** makes it difficult to track long-term performance or identify trends.

Faculty

Principles of Accreditation		
6.1(CR)	Program Faculty	The program employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity and review

Narrative:

The number and type of faculty employed by George Corley Wallace State Community College (WCCS) are appropriate and sufficient to support the mission of the college and to ensure the quality and integrity of its programs. The mission of WCCS is to “provide high-quality learning-centered educational opportunities and services, through varied instructional delivery modes, that are responsive to individual, community, state, and global needs.” All faculty serve on various college-wide sub-committees, which are designed to implement internal and external activities that support the mission of the college. Delegation of subcommittee duties is assigned by the President, as noted in the Standing Committee List. Moreover, the number and qualifications of such faculty are sufficient to fulfill both instructional and non-instructional duties related to academic programs such as: curriculum design, development, and evaluation; identification and assessment of appropriate student learning outcomes; student advising; creative activities and professional services.

Definition of Full-time Faculty

The Board of Trustees Policy 608.01 and the 2018 WCCS Faculty/Staff Handbook, page 52, state that each full-time academic instructor shall teach 15 to 16 credit hours per term (or the equivalent as determined by the President) for the Fall and Spring semesters of the academic year. For the summer term, each full-time academic instructor shall teach 12 to 13 credit hours (or the equivalent as determined by the President). According to Chancellor's Procedures 608.02 and the Faculty/Staff Handbook, pages

53- 54, full-time faculty work schedule must contain a minimum of thirty-five (35) hours each week. These hours must be classroom/laboratory teaching or office hours.

Part-time Faculty

Part-time faculty teach one or more course sections. Part-time faculty do not have any other duties besides teaching, grade reporting, and assessing student learning related to their course(s). Temporary (part-time) employees are employed to perform specific duties on a short-term basis. Part-time faculty are not required to maintain a minimum of 35-hour work week or any of the other additional duties noted under the definition of full-time faculty. They may be hired on an as-needed basis, and the process is initiated from a request by the Department Chair and is approved by the Dean of Instruction with final approval from the President.

Definition of Regular/Permanent Faculty

According to the Code of Alabama 1975 subsection (h) of Section 16-24B-3, as amended by the Students First Act 2011 at pages 6-14, full-time faculty members are considered probationary or non-tenured for a period of three years or six consecutive semesters (excluding summers) following initial employment. At the successful conclusion of the probationary period, each full-time faculty member receives tenure or non-probationary (permanent) status.

Overall, WCCS employs well-qualified faculty. For example, during the **2024 Fall Semester**, the Masonry program employed 1 full-time faculty members whose credential is summarized in the Table below.

Fall 2024 Masonry Faculty Credentials Summary	
Highest Degree	Number of Faculty
Certificate	1
Total	1

Number of Full-time Faculty Needed to Achieve its Mission:

WCCS utilizes a continuous monitoring process to ensure that the Masonry program maintains an adequate number of faculty to achieve its educational mission. The number of full-time faculty is determined by the program's needs, number of students enrolled, and credit hours produced.

To ensure the quality and integrity of the college's programs, full-time faculty, including program directors, department chairpersons, and lead instructors engage in the following duties:

- carry out teaching assignments
- evaluate student work
- document and evaluate student learning outcomes
- document and evaluate the institutional effectiveness of the department or program

- provide academic advising and registration
- maintain currency in their disciplines or technical areas
- work collaboratively in curriculum development and improvement, and
- complete other duties which support the mission of the college.

In order to provide high quality instruction, WCCS employs faculty who are fully qualified for the teaching duties assigned to them. The credential requirements for each faculty member are determined by the courses to which they are assigned regardless of venue or status (traditional or distance learning; full-time or adjunct). In order to assure accurate documentation of faculty credentials (both full-time and part-time), WCCS created a Faculty Credential Approval Form. This form is initiated and signed by the instructional department chairperson. The completed form is then sent to the Dean of Instruction and the SACS Liaison for approval and signature.

Narrative:

Faculty sufficiency for the program

WCCS maintains a continuous monitoring process to ensure that the Masonry Building Trades Program has an adequate number of full-time faculty to fulfill its educational mission effectively. The determination of the required faculty is based on several factors, including program needs, student enrollment numbers, and credit hours generated. This approach helps guarantee that the program is staffed appropriately to meet both instructional demands and student support needs.

Full-time faculty, including program directors, department chairpersons, and lead instructors, are responsible for a broad range of duties essential to maintaining the program's quality and integrity. These duties include delivering teaching assignments, evaluating student work, documenting and assessing student learning outcomes, and reviewing the institutional effectiveness of the program. Additionally, faculty provide academic advising and assist with student registration, stay current in their technical disciplines, collaborate on curriculum development and improvements, and perform other tasks aligned with the college's mission.

To ensure high-quality instruction, WCCS employs faculty who are fully qualified for their assigned teaching responsibilities, regardless of delivery method (traditional or distance learning) or employment status (full-time or adjunct). Faculty credential requirements are determined by the specific courses assigned, ensuring that all instructors possess the appropriate expertise. To maintain accurate records of faculty qualifications, WCCS utilizes a Faculty Credential Approval Form, which is initiated and signed by the instructional department chairperson before being forwarded to the Dean of Instruction and the SACS Liaison for final approval.

This structured and rigorous approach to faculty sufficiency supports the Masonry program's ability to deliver effective, industry-relevant education and uphold academic standards, ultimately benefiting student learning and success.

6.3	Faculty Evaluation	The Institution publishes and implements policies regarding the regular evaluation of each faculty members regardless of contractual or tenured status.
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Narrative: College Evaluation

Policies for Evaluating Faculty

In accordance with the WCCS's evaluation policy noted on page 96 of the Faculty and Staff Handbook, the institution evaluates faculty performance annually. The evaluation process for faculty is noted below. The WCCS Faculty/Staff Handbook is distributed to each full-time faculty/staff member and is located on the WCCS website.

The evaluation of faculty is both summative and formative. Faculty are evaluated by students and the Department Chairs. Students evaluate faculty each semester before the completion of their classes. The results are collected in SmartEval. This software program evaluates students' perception of faculty effectiveness, collects, tabulates, and creates detailed reports of student responses on course evaluations. Faculty and their supervisors can see their data and view My Focus for some recommendations based on an analysis of the results. During the Fall and Spring semesters, Department Chairs randomly select courses to conduct classroom observations.

Each faculty member then reviews his or her course evaluations and makes plans for improvement for the new academic year based on feedback. These plans are incorporated into the goal setting that each faculty member does during the appraisal review meeting. Course evaluations are not used to rate faculty. In cases of identified weaknesses, the Dean of Instruction, the Department Chair, and the faculty member will set goals and agree upon activities directed toward faculty improvement.

Also, faculty are evaluated annually in NeoED by their department chair. Goals are set in the system; there is a mid-point check to determine the progress of established goals, and there is an annual evaluation. Faculty are evaluated on 15 factors which include job quality, leave management, time management, following policies, conflict resolution, adaptability, constructive feedback, teamwork, service, communication, initiative, judgment, active participation, respect, and collegiality. Once the evaluation is complete, the supervisor meets with the employee to discuss the evaluation and submit the evaluation for approval. The evaluation requires the signatures of the employee, Department Chair, and Associate Dean, and Dean.

WCCS also requires a minimum of 20 hours of professional development for its full-time faculty. The twenty hours may be a combination of college offered PD and off campus PD offerings. All professional development opportunities are made available to all part-time faculty, who regularly participate.

NOTE: Supporting documentation for professional development must be reviewed and verified annually by the department chair/director.

Narrative: **Students Evaluation of Instruction**

Masonry								
Summer 2024			Spring 2024			Fall 2024		
Responded	Total	Response Rate	Responded	Total	Response Rate	Responded	Total	Response Rate
4	24	16.66%	46	57	80.70%	42	66	66.64%

Narrative:

Summer 2024:

Very low response rate (**16.66%**) limits the reliability of feedback. Likely affected by the short term or low student engagement.

- **Very low response rate of 16.66%.**
- **Only 4 out of 24 students responded**

Spring 2024:

Highest response rate (**80.70%**) makes this term's feedback the most valuable for evaluating teaching and course quality.

Fall 2024:

Strong response rate (**66.64%**) provides useful insights, especially when combined with Spring data for trend analysis.

Summary: Improvement Plan for Masonry Course Evaluations

1. Boost Response Rates

- a. Especially target **Summer**, which had only **16.66%** participation.
- b. Use reminders, in-class prompts, and explain the value of feedback.

2. Act on Spring & Fall Feedback

- a. Analyze detailed responses from terms with strong participation (**80.7%** and **66.64%**).
- b. Address specific concerns and communicate improvements to students.

3. Enhance Teaching & Curriculum

- a. Offer instructor training, update materials, and align content with current industry practices.

4. Improve Student Support

- a. Provide extra lab hours, mentorship, and regular check-ins to ensure clarity and hands-on learning.

5. Track Progress

- a. Monitor evaluation trends, set a goal of **70%+** response rates, and hold regular review meetings.

6.5	Faculty Development	The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission
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Narrative:

George Corley Wallace State Community College (WCCS) provides ongoing local and external professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the college's mission and vision. WCCS shares a vision of student-centered educational excellence that is responsive to the needs of the WCCS service area and is manifested by quality teaching and learning. In accordance with the vision, WCCS encourages the continued professional development of all faculty and provides for continuous professional development through various venues. WCCS has a commitment to providing professional development opportunities for its faculty.

Definition of Professional Development

WCCS has its own definition of what constitutes professional development and what activities are classified as professional development. Professional Development is defined in the WCCS Faculty/Staff Handbook 2023 on page 35 which includes in-service programs and activities, readings in appropriate areas, membership in professional associations, travel to various meetings and conferences, communications with counterparts at other institutions, and individual classroom experimentation and innovations. Local professional development involves professional development that takes place on campus, whereas external professional development takes place away from the campus and requires the use of in-state or out-of-state travel request forms and travel reimbursement.

Policies and Procedures

It is the administration's responsibility to provide resources for professional development and in-house professional development opportunities. However, faculty is also responsible for seeking out and participating in professional development programs, workshops, and seminars to maintain credentials and improve competencies. Central to the professional development process is a standing committee called the Professional Development Committee. This committee is responsible for the development of professional development activities for faculty and staff. The committee makes and receives suggestions from administrators, faculty, and staff for professional development activities and develops a schedule of intra-college professional development activities. All full-time college personnel are required to have 20 contact hours of professional development per year. Topics of interest are generated from various sources including evaluation findings, faculty surveys, and curriculum and instruction issues. This committee reports directly to the President.

Support of Professional Development

Most external faculty professional development activities are sponsored by state funds through a budgeted process.

Informing Faculty

Faculty members, both full-time and part-time, are informed of local professional development opportunities via e-mail. A professional development calendar is developed for planning purposes and contains professional development activity dates. In addition, faculty receives monthly registration links to register for professional development activities. Registration links are e-mailed on the 15th of each month for the next month's professional development. All registration must be complete by the 30th of the month.

Faculty members are also encouraged to participate in ongoing professional development based on an individualized professional growth plan designed by the faculty member and approved by the Dean of Instruction, with final approval from the President. Faculty who desires additional credentialing or who have a need to secure a minimal credential may do so through such an approved professional growth plan. Once approved, the plan becomes contractual in nature and a permanent part of the faculty member's personnel file. The plan identifies and confirms the individual faculty member's specific plan for achieving a formal, professional development objective.

Faculty Participation in In-House Professional Development June-December 2024		
Name	Workshop(s) Attended	PD Earned
Tommy Flenory	SPOL Spring Faculty Data Day – 06.07.24 – 5 hours Fall Faculty & Staff Orientation – 09.12.24 – 5 hours	10
Faculty Participation in In-House Professional Development January-May 2025		
Name	Workshop(s) Attended	PD Earned
Tommy Flenory	SPOL Fall Faculty Data Day – 01.09.25 – 5 hours	5

Narrative:

Between June 2024 and May 2025, the faculty participated in in-house professional development activities, completing a total of 15 contact hours. Sessions I attended included the SPOL Spring Faculty Data Day (June 7, 2024), Fall Faculty & Staff Orientation (September 12, 2024), and the SPOL Fall Faculty Data Day (January 9, 2025).

This engagement reflects my commitment to continuous professional growth and supports program goals focused on instructional improvement, effective teaching practices, and student success. In alignment with these goals, I plan to:

- Increase my annual professional development participation by at least 20% by the end of 2025

- Pursue additional training in hands-on instructional techniques and digital learning tools, particularly those that support masonry trades education
- Stay current with industry standards and safety protocols, including opportunities to update or renew relevant certifications (NCCER).
- Explore opportunities to collaborate with industry partners to ensure students entering and completing the program are prepared to meet current workforce demands.
- Collaborate with peers and industry partners to incorporate best practices into the classroom and strengthen career pathways for students

These goals are designed to enhance my instructional impact, keep my skills aligned with evolving industry expectations, and ultimately improve student learning outcomes.

10.4	Faculty Governance	The Institution publishes and implements policies on the authority of faculty in academic governance matters.
Narrative: George Corley Wallace State Community College (WCCS) publishes and implements policies on the authority of faculty in academic and governance matters in the WCCS Faculty/Staff Handbook, p. 34-38, which can be found on the WCCS website. The Faculty/Faculty Staff Handbook is revised annually as needed, disseminated to faculty and made available on the college website. When the need for new policies or policy revision is identified, the Department Chair or Program Director seeks input from faculty and/or staff. The Department Chair or Program Director then submits the new policy or policy revision to the Policy Review Committee. New policies or policy revisions can be initiated at the Dean level with adequate input from faculty and/or staff. Following the Committee's review, the recommendation is brought to the Cabinet by the appropriate senior level administrator. Review at the Cabinet level is either approved or returned to the Policy Review Committee for revisions. After review and approval at the Cabinet level, the President gives final approval. The Policy Review Committee adds the new or revised policy to the Faculty and Staff Handbook or Student Handbook and disseminates it to students and/or faculty. The WCCS Policy for Faculty and Staff Participation in Institutional Governance states that the Board of Trustees is the governing body of the institution. In accordance with policies established by the Board of Trustees, WCCS has established appropriate policies for the achievement of the college's mission and goals and a high level of institutional effectiveness. In the development of procedures and guidelines, WCCS encourages and provides for the full participation of the faculty and staff in its decision-making processes. Participation is provided through formal structures and the administration's practice of an open-door policy. Formal participation is provided through faculty participation in Standing Committees and Strategic Planning Goals and Assessment Subcommittees. All full-time faculty serve annually on one or more of the Standing Committees or subcommittees. Each Committee Chairperson is responsible for maintaining a record of meetings and activities in official minutes. The Chairperson should also provide the Department of Institutional Effectiveness with a copy of		

the minutes of each committee meeting. Minutes kept in the Department of Institutional Effectiveness are available for faculty, staff, and student review. Minutes may also be distributed electronically. Faculty members also serve on Search Committees as appointed by the President. The Search Committee Members are responsible for review of all applications to identify qualified applicants, checking a minimum of two references for each qualified applicant, scheduling and interviewing all qualified applicants, and submitting to the President the names of all qualified applicants in rank order based on the interview and writing prompt.

Masonry faculty serve on the following WCCS 2020-2024 Standing Committees which can be located in the appendices.

List Masonry faculty Committee assignments for last 2 years

1. Goal 4: Workforce and Economic Development Committee
2. Recruitment/Marketing Committee
3. IEP Assessment Committee

Students

Principles of Accreditation		
8.1(CR)	Student Achievement	The Institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document
Narrative: Wallace Community College Selma (WCCS) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of the students it serves, and the kinds of programs offered. "The Mission of Wallace Community College Selma is to provide high-quality learning-centered educational opportunities and services through diverse instructional-delivery modes that are responsive to individual, community, state and global needs." WCCS uses multiple measures to document student success. They are course/degree completion, licensure pass rates, graduation, and transfer rates. Thresholds for these indicators were established based on review of college data from the Integrated Postsecondary Education Data System (IPEDS), data trends of student's performances in the indicated areas, and comparison with peer institutions of similar demographics and size. Course Completion Rates WCCS reviews course completion rates and monitors program completion data. The college realizes the importance of tracking course completion to determine if its students are making adequate progress in		

reaching completion of their academic goals. Based on an annual review of overall course completion data and student performance, the college has established the following goal based on previous course completion data as a benchmark. The College will meet or exceed an annual course completion rate of 75%. The table below represents the number of courses taken by students from 2018-2023 and the number of students receiving a passing grade.

Wallace Community College Selma Credit Course Completion Rates 2023-2024			
Year	Course Enrollment	Courses Completed	% Completion
2023-2024	190	179	94.2%
2022-2023	178	168	94.4%
2021-2022	101	84	83.2%
2020-2021	184	146	79.3%
2019-2020	227	209	92.1%

Degrees Awarded

In addition to monitoring course completion rates, the college also reviews degree data and sets goals for continuous improvements. Based on an annual review of overall degree completion data the college has established the following benchmark and goal. The college will meet or exceed awarding 400 degrees/certificates annually.

Degrees Completed from 2019-2024

Year	Transfer Degrees (AA, AS)	Technical Degrees (AAS, Certificates)	Total	%change
2023-2024	186	317	503	+12.03%
2022-2023	211	238	449	+23.69%
2021-2022	152	211	363	-4.47%
2020-2021	166	214	380	-5.94%
2019-2020	187	217	404	

Retention Rates

WCCS reviews and monitors student retention rates. Retaining students is fundamental to the college carrying out its mission. Based on an annual review of data the college has established the following benchmark and goal. The College will meet or exceed an annual retention rate of 60%.

Table WCCS First Time, Cohort Student Retention Rates

Retention Rate Benchmark: 60%		Retention %	% of Change	% of Benchmark Met
2024	2023 cohort	63.37%	+14.41%	+3.37%
2023	2022 cohort	55.39%	-2.86%	-4.61%
2022	2021 cohort	57.02%	+8.94%	-2.98%
2021	2020 cohort	52.34%	-7.97%	-7.66%
2020	2019 cohort	56.87%		-3.13%

WCCS Graduation Rates

WCCS reviews and monitors disaggregated graduation rates. The college realizes that is important to track graduation rates to determine if its students are making adequate progress in reaching completion of their academic goals. Based on an annual review of IPED Graduation data and student performance, the college has established the following benchmark and goal. The College will meet or exceed an annual graduation rate of 37% per cohort (aggregated). The college has identified that the measure of (150%) best represents the completion patterns of WCCS students.

Graduation Rates			% Change
2023	2019 cohort	37%	+5.71%
2022	2018 cohort	35%	+2.94%
2021	2017 cohort	34%	+9.67%
2020	2016 cohort	31%	+10.71%
2019	2015 cohort	28%	

WCCS Transfer Rates

WCCS reviews and monitors student transfer rates. Based on an annual review of data the college has established the following benchmark and goal. The College will meet or exceed an annual transfer rate of 15%. The college has identified that the measure of (150%) best represents the completion patterns of WCCS students. WCCS utilizes the National Student Clearinghouse Student Tracker services to review transfer data.

Transfer Rates			% Change
2023	2019 cohort	13%	-13.33%
2022	2018 cohort	15%	-6.25%
2021	2017 cohort	16%	+6.67%
2020	2016 cohort	15%	+66.67%
2019	2015 cohort	9%	

12.1 (CR)	Academic and Student Support Services	The Institution provides appropriate academic and student support programs, and activities consistent with its mission.
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Narrative:

George Corley Wallace State Community College (WCCS) provides appropriate academic support services consistent with its mission. The mission of WCCS is to provide high-quality learning-centered educational opportunities and services through varied instructional-delivery modes that are responsive to individual, community, state, and global needs. Learning-centered educational opportunities and services at WCCS enhance and promote the educational and personal development experience for all students at all levels. These opportunities and services are provided through appropriate academic and support programs that ensure opportunity for students' success and are key to promoting retention and completion.

Institutional Profile

In accordance with its mission, WCCS is an open-admission, comprehensive community college that offers two-year transfer programs (Associate in Art and Associate in Science), career and technical education programs (Associate in Applied Science and Certificates), Adult Education services, and workforce training. WCCS's student body profile consists of primarily traditional age students (18-24), non-traditional age students (25+), home schooled students, and qualified dually-enrolled students (high school) who are enrolled in academic transfer programs or career technical programs. WCCS provides both traditional as well as online courses. The institution recognizes that students enter college with various levels of academic preparedness and that all students are not equally prepared for traditional college level study. In the academic year 2023-2024, WCCS enrolled 2,791 students, 1,161 completed the FAFSA. Of the 1,161 that completed the FAFSA, 72% were first generation college students. Eighty-eight percent of the 2,791 students enrolled received financial aid. Dual enrollment students accounted for 51% of WCCS's headcount during the 2023-2024 academic year.

The following are a list of support programs, services, and activities provided for all students, including dual enrollment and online.

Student Support Services, Programs, and Activities

Appropriate academic and student support services apply to all students at all levels. In support of the student learning and educational growth, WCCS provides an array of services and activities that promotes learning and student development. The services include: admission and records services, advising, students success coaching, early alert warning, clubs and organizations, student support services (SSS), disabilities services, professional and peer tutoring, faculty development and training, the writing center, financial aid and scholarships, new student orientation, placement testing, the bookstore, library services, technology services, and safety and security.

Admissions and Records: The Office of Admissions and Records is responsible for assisting students from the point of inquiry to registration. This office is responsible for managing applications for admission to WCCS, student academic records, transcripts of college work, and applications for graduation. Admissions policies and procedures are published in WCCS's 2023-2024 catalog. Wallace Community College Selma (WCCS) maintains an admissions policy that provides higher education for individuals who meet minimum admission requirements as set forth by the Alabama Community College System (ACCS). The Office of Admissions and Records is responsible for interpreting and implementing ACCS policy as well as federal, state, and local laws and policies regarding admission of students to the College and maintenance of academic records. Admission to the College does not guarantee entrance to a particular course or program. Some programs have specific admission requirements. Requirements for admission into certain programs, such as Health programs, are found within the "Programs of Study" section of the catalog.

Guidance and Counseling Services: Guidance and counseling services are available to all students. Counselors assist students in obtaining maximum development of their potentialities and arriving at decisions which further their progress. These decisions most frequently involve one or more of the following: vocational and occupational choice, selection of educational goals, and matters of a social-personal nature

Bookstore: WCCS contracts with Barnes and Nobles Bookstore (B&N) services. The bookstore is located on the main campus. They sell supplies and materials needed for both students and faculty. As a service to students, they sell and rent textbooks. Students can pre-order books online and request to have books mailed or picked-up at the B&N store on campus

Developmental Education: Remedial courses, or college preparatory instructions, are designed to remediate prior deficiencies in the knowledge and skills judged necessary in order for a student to progress satisfactorily through a college level program or course of instruction.

Disability Services: WCCS makes every effort to assist students with disabilities in realizing their full potential by providing reasonable accommodations and services in accordance with the Americans with Disabilities Act (ADA) of 1990. Information relating to ADA can be found in the Catalog and Student Handbook 2023-2024.

Financial Aid: The main purpose of the Office of Financial Aid is to help all students secure the funds necessary to pursue their educational goals. While students and parents have the primary responsibility for paying the student's educational expenses, the goal of WCCS is to bridge the financial gap that may exist between the cost of the individual student's education and money available from the student's family, job income, savings, and other resources.

Learning Resources Center: The Learning Resources Center at WCCS supports the mission of the college by providing modern, high quality, interactive library services which are coordinated and integrated into the general instruction program of WCCS. The library resources consist of the WCCS Library catalog (DESTINY), the Alabama Virtual Library, Net library, and links to a wide variety of other

sites. Students can access these resources on the campus, from an off-campus educational site, and from home. Students are made aware of the library services through various means, such as traditional Library Orientation, LBS 101, a library skills course, and ORI.

Freshmen Orientation Course (ORI 101): The Freshman Orientation Course is designed to increase students' persistence and success in college by providing them with the academic, personal, and life management tools needed to function effectively and complete their course of study.

Placement Assessment: The college placement testing (Accuplacer) is designed to help evaluate students' skills and place each student in appropriate courses according to their degree plan. Students are assessed in the areas of reading, writing, and Math. Student guides and practice tests are available online to all students.

Student Success Center: The student success center is a one-stop shop for academic support services on campus. The center is in the middle of campus and provides students and faculty with the tools to be successful.

Student Coaching: Student Success Coaches are assigned a roster of 150-200 students and provide assistance in the areas of resource referrals, advocacy, and empowering students through their college experience.

Early Alert through Drop-Out Detective: Dropout Detective is a student retention and success solution that integrates directly with the College's online Learning Management System, Canvas, to identify students having difficulties in online or traditional courses and in jeopardy of dropping out of or failing their course(s).

Student Support Services (SSS): As explained in the WCCS College Catalog and Student Handbook 2024-2025, Student Support Services is a federally funded TRIO program at WCCS. It provides academic development opportunities, assists participants with basic college requirements, and motivates them towards the successful completion of their postsecondary education.

Technology Services: 537 total instructional computer stations campus wide, 31 Computer labs, Campus-wide wireless capabilities, Campus-wide student email addresses, Office 365 (Outlook, OneDrive, Word, Excel, PowerPoint, OneNote, SharePoint, Sway, Teams, and more), Canvas

Tutorial Services: According to the Catalog and Student Handbook 2024-2025, tutoring is provided to students through individual and group peer tutoring, as well as by professional instructors. Peer tutors are trained and work under the supervision of a professional staff member at the college. Professional tutoring provided by instructors, is available on an "as needed" basis in a variety of required courses.

Brainfuse is an online 24/7 tutorial program that can be accessed through WCCS's student portal (Canvas). Students and tutors can communicate through Brainfuse in real time through an easy-to-use virtual classroom. The Brainfuse resource accommodates the tutorial needs of our distance education

students by giving them access to assistance anywhere, anyplace, and anytime. The resource provides students with a live tutoring assistance for Business (Accounting, Economic, & Finance), Math (Basic Math, Calculus, College Algebra, Statistics, Trigonometry, etc.), English (Writing Lab for students to submit writing samples that provide students with editing assistance), Science (Anatomy & Physiology, Chemistry, Biology, & Physics), Computers (Excel, PowerPoint, & Word).

Science Laboratories: Laboratories, which are shared by the Science and Nursing Departments, provide state of the art technology and increase student accommodation. The labs are also ADA compatible and totally wireless. The labs are used for Microbiology and General Biology classes as well as Anatomy and Physiology classes.

Student Activities: WCCS provides opportunities for students to get involved on and off campus. By joining clubs and organizations, students will grow socially, build valuable skills, and gain experiences. Students also have an opportunity to gain leadership qualities. Although the number of active clubs varies from year to year, WCCS usually has at least four to five active clubs. Some of the active clubs include: Student Government Association, Phi Theta Kappa, Campus Ambassadors. Some of the activities hosted on campus include: Get on Board Day, Fall MIXER, and Spring Fling. Students can participate in various student activities.

Food Pantry: The Food Pantry is a resource for all students who may need it. It runs entirely on donations from fellow students and our community.

Safety and Security: We consider the safety and security of all college community members integral to the mission of WCCS. Safety on campus is a joint responsibility of students, employees, and Security. Campus Police and Security Monitors are available to help students 7 days a week, 24-hours a day.

Dual Enrollment: Students in Dual Enrollment programs are provided with a full range of student support services that include: assistance and tutoring available online, in-person on-campus, and in-person at respective high schools. Dual students have access to all services offered by WCCS in order to enhance learning and promote personal growth.

E-Learning (Distance Education): Resources and supportive services offered to E-Learning students include: an opportunity to attend an orientation session at the beginning of each semester, online options for ordering books and class resources, online library services, online tutoring, and online student coaching. The orientation session assists students with logging in and accessing their online courses and navigating the course. Students also learn how to access their student email and are provided a link within the Canvas Learning Management System to access the Alabama Virtual Library. Students receive tutoring through the Brainfuse and Bartleby online tutoring program in a wide range of subjects and the resource is available for students to connect with a tutor for Reading/Writing and Math 24 hours a day, 7 days a week. Other subjects are also available.

According to the Graduating Student Survey 2022, 91% of graduating students indicated they were either satisfied or very satisfied with academic support services.

Through the Institutional Effectiveness Assessment process, WCCS ensures that its academic support programs and services are adequate and appropriate to the needs of its students and faculty.

Resources

Principles of Accreditation		
13.1 (CR)	Financial Resources	The Institution has sound financial resources and a demonstrated stable financial base to support the mission of the institution and the scope of its programs and services.

Narrative:

George Corley Wallace State Community College (WCCS) has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. WCCS's financial position is strong, as evidenced in its financial history. Conservative budget formulation conforming to the college's Strategic Plan allows WCCS to collectively invest in mission-focused strategies.

The following chart is the results of audits from 2019 to present.

Audit Year	2019	2020	2021	2022	2023
Audit Opinion	Unqualified	Unqualified	Unqualified	Unqualified	Unqualified
Risk Level	Low	Low	Low	Low	Low

Program Budget

The Masonry program budget provides for salary & benefits as well as instructional supplies, and professional development for faculty. Budget requests are made by the department chair after consulting with faculty each spring semester, and the Department Chair meets with the Budget Review Committee during a budget hearing. PO requests are generated for departmental purchases. All POs are approved by the Department Chair, Department Dean, Business and Finance Director, and the President.

A review of the past five years of audit reports revealed no audit findings, unqualified audit opinions, and low risk rankings.

Perkins Funds

The 36" MARSHALLTOWN Power Trowel is a professional-grade, walk-behind finishing tool designed to create smooth, level concrete surfaces with speed and precision. Available with either Rapid Pitch for quick blade adjustments or Knob Pitch for fine-tuned control, this power trowel is equipped with key features such as a dependable gearbox for maximum torque transfer, a centrifugal safety switch, a convenient service door for easy maintenance,

and lifting hooks for safe transportation. Each unit includes four high-quality combination blades and is Made in the USA with Global Materials.

Supporting Student Success in the Masonry Program

Purchased in April 2025 with the support of Perkins funding, this equipment helps build the skills of masonry students. By training with the same tools used on professional job sites, students gain valuable, hands-on experience that aligns with current industry standards, enhancing their readiness for the workforce and meeting the growing demands of the construction and masonry trades.

13.7	Physical Resources	The institution ensures adequate physical facilities and resources that appropriately serve the needs of the institution's educational programs, support services, and other mission related activities.
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Narrative:

George Corley Wallace State Community College (WCCS) operates and maintains physical facilities that appropriately serve the needs of the institution's educational programs, support services, and mission- related activities.

In pursuing this mission, WCCS works to ensure up-to-date and well-maintained instructional, student services, and administrative space. WCCS's educational programs are supported by a variety of student services and activities which are essential to its mission and key to promoting student enrollment, retention, and completion.

As WCCS is a nonresidential college (i.e., no campus housing), most of our students, except distance learning students, are commuters living in the service area. WCCS's facilities are of appropriate size and function and are adequately maintained to serve all its students.

Description of College-Owned and College-Operated Physical Facilities Utilizes by Masonry Students

Masonry Building

The 4,032 square foot masonry building has adequate resources to provide for the MAS program and ensure that it has adequate resources to support the mission of the college. The Masonry Building Trades Program is located next to the baseball field. The MAS office and lab area are located inside the building. The classroom can accommodate 25 students while the lab can accommodate 25. The program provides practical and theory base instruction via the use of the following equipment and resources:

2 Labs

36 work station for Lab Assignments

4 Mortar Mixers Machines
6 Masonry Table Saws
3 Hand held portable Masonry Saws
50 Mortar Boards
8 Shovels
2 Masonry Hoes
10 To 15 Scaffoldings
1 Smart Boards
2 Hammer Drills
1 Concrete Saw for Cutting
1 Joint Cutter
1 Full time instructor

Student Center

The 35,943 square foot student service building was completed in 2012. The building can accommodate small meetings and has a substantial information technology infrastructure. This building is the hub for student activities. This location is a One-Stop location for students. The building contains:

- Financial Aid Administrative offices
- Admission and Advising
- The Bookstore
- The Cashiers' Office
- Testing Center
- Federally-funded Talent Search and Student Support Services program
- Student lounge
- "The Grill" restaurant

Student Success Center.

Located in the rear of the building is the Student Success Center. The Student Success Center houses professional coaches, who support students in their academic and career success. Through regular one-on-one meetings, coaches assist students in exploring their unique processing styles and ingrained habits/beliefs, as well as creating actionable steps to meet student goals. The coaching relationship is established based on the student's needs, and the roles of coach and student are clearly defined at the beginning of the partnership. Together, the coach and student create an individualized success plan that involves short-term and long-term goal setting.

Online Learning Management System (LMS) software (Canvas) provides a high availability/capacity system utilizing Amazon Cloud Services.

Integrated Directory services (Active Directory) that include all faculty, staff, and students. Web Services Portal (MyWallaceSelma) that serves as a single point of entry for students to access personal accounts and schedule information.

Microsoft Office software is available to WCCS students at no cost.

The Technical Support Help Desk is a service provided to all students and staff, providing one-on-one support and assistance for email and Canvas issues.

Redundant Infrastructure switches, and firewalls as well as a campus fiber optic ring. Argos Reports linked to Banner (ERP) to provide state of the art data reporting to management.

Cyber Security infrastructure is provided to maintain the availability, integrity, and confidentiality of critical systems utilizing current and advanced technology. Examples include:

- IT Security Operations provide strong defenses against potential breaches through the deployment of advanced security technologies. Some examples are: (a) Host based intrusion detection and Endpoint Security, and (b) Advanced Firewalls.
- IT Security Auditing & Monitoring protects critical infrastructure from unusual activity with advanced monitoring systems. Some examples are: (a) Security Information and Event Management (SIEM), and (b) Spam/Email Firewalls.

Maintenance

WCCS employs a maintenance team consisting of employees that provide daily oversight for the college's facilities and local repairs as-needed. The maintenance department has the responsibility for routine and preventative care and maintenance of all educational and general facilities.

11.1(CR)	Library and Learning/Information Resources	The Institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.
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Narrative:

George Corley Wallace State Community College (WCCS) provides and supports student, faculty, staff, and community patrons' user privileges and access to adequate library collections,

as well as other learning and information resources consistent with all of the education, training, and community service goals embodied in the Mission of the College.

The WCCS Library (LRC) supports its mission by aligning its mission, goals, policies, procedures, and collections to the vision of the college. The library's mission is to provide modern, high-quality, interactive library services, which will be coordinated and integrated into the college's general instruction program. To this end, the Library Learning Resource Center seeks to provide quality, cost-effective information that is sufficiently flexible to meet the challenges of educational, societal, and technological change. (Library handbook, page 9 and library webpage)

Adequate and Appropriate Library and Learning/Information Resources

Library Collections and Services

The WCCS Library was constructed in 1974 and includes 23,037 square feet, houses 22,103 print volumes, 812 audio-visual items, and maintains 64 current serial subscriptions. This is further enhanced by several thousand additional periodical titles available through the Alabama Virtual Library (AVL). The library has evolved from storehouses of printed materials, providing resources in the traditional manner, to modern facilities providing a variety of resources through current online technologies which meets the needs of both traditional and online students as evidenced on the Library Webpage. The WCCS library utilizes the Destiny automated library management system powered by Follet, which allows students, faculty, staff, and patrons to view the library holdings from any computer with Internet access on campus or remotely. The college library's books and audiovisual materials are arranged using the Library of Congress Classification System. Students may check out all materials, except periodicals, newspapers, and those items designated as "Reference or Non-Circulating," which all patrons may use in-house.

Distance education students can send questions or requests for library materials via email on library website at: sharon.walker@wccs.edu by telephone or they may visit the campus. Students in dual enrollment courses at our district high schools are ensured access to library books and other materials through a once-a-week courier system. Patrons can also use the online library reserve link to reserve traditional books, audio books, and videos using **HOOPLA**. The following table shows a comparison of the WCCS Library holdings with other Alabama Community College Libraries of similar size within the Alabama Community College System:

The WCCS Library consists of two floors. The first floor consists of the print collection, circulation area, reference area, two offices for library personnel, a professional development area available to faculty and staff, a student copy area, and the Sam Earl Hobbs Reading Room, which is separated from the open first floor area. The Reading Room consists of 14 tables and 64 chairs with a portable PC/Projector for instructional delivery of content for courses taught by the Head Librarian. The PC is connected to the extensive WCCS wireless network for access to on-line content. Additionally, the Reading Room is used for a meeting room and also houses the

library's periodicals. The first floor also contains the student computer area where 36 computers and 1 printer are available for students to access the Library's webpage. The webpage consists of the library catalog, contact and hours information, Learning Management System (Canvas), Internet resources, online databases, E-books, and Microsoft Office 365 and Student Email, WCCS Library Handbook, LibGuides, and other applications that serve the purpose of searching the Library's holdings. In the reference area, all computers can be used for access to the Library management software (Destiny). Study tables are conveniently located throughout the library. A copier/scanner is available on the first floor for all patrons, offering free color scanning and \$0.10 black-and-white hard copies.

The second floor contains 20 Internet accessible computers. Two conference rooms and study tables are also located on the second floor. In addition, the rest of the print collection is housed on this floor. Wi-Fi is available throughout the library for faculty, staff, students, and guests.

The WCCS Library is equipped for persons with disabilities, including an elevator, automatic doors at the main entrance of the building, and ADA compliant computer terminals. There is a Clearview reader for magnifying print materials available to students at any time during library hours. Additionally, ZoomText software and ZoomText Large Print Keyboards are on three computers in the library.

Electronic Resources

The WCCS Library provides continuous access to a variety of online databases, LibGuides, and other online resources including the Alabama Virtual Library (AVL). These electronic resources can be accessed 24 hours a day, seven days a week via the library webpage, both on campus and remotely. Through the AVL, Alabama statewide online library service, students, faculty, staff, and community patrons have access to a variety of online learning/information resources including several thousand journals and E-books. Databases available via the AVL include Academic Search Premier, AccessScience, Britannica Academic, Britannica E-Books, Business Source Premier, Gale Literary Sources, Health Source: Nursing/Academic Edition, etc. The library webpage also provides links to Salem Online E-books, Gale E-books, Encyclopedia of Alabama, etc. LibGuides with access to a Library Tutorial, and video presentations (Library Tutorials) are accessed through the Library webpage, which also provides guidance on using the available resources. Table 3 shows a few of the leading databases that support some of our academic and technical programs. Any program, instructor, or student, anywhere with Internet access may utilize these databases.

Access

WCCS' library and learning resources are available to students, faculty, and staff, both in person, and online. The hours of the library are adequate and appropriate and meet the needs of the students and faculty. During Fall, Spring, and summer semesters, the library is open a minimum

of 45 hours per week. Library hours are Monday and Wednesday, 7:00 a.m. until 7:30 p.m. Tuesday hours are 7:00 a.m. until 4:30 p.m., Thursday hours are 8:00 a.m. until 4:30 p.m. and Friday, 8:00 a.m. until 12:00 p.m. During these hours the library staff may be contacted in person, by phone, or by email. There is also 24-hour per day access to the library resources, the library webpage and through Canvas, WCCS' learning management system. The library has an "open door" policy pertaining to user privileges. In addition to the College community, the collection is available to area high school students and community users. All library users, including online and dual enrollment students, are provided with information literacy and bibliographic instruction appropriate to their needs.

V. Narrative for Perkins Performance Indicators

Core Indicator	Description	2021-2022	2022-2023	2023-2024
	BENCHMARK	72.2%	74.2%	74.2%
1P1	Percent of CTE concentrators employed, in military, or apprenticeship programs in the 2nd quarter following the term in which they left WCCS.	64.3%	13.0%	28.6%
Core Indicator	Description	2021-2022	2022-2023	2023-2024
	BENCHMARK	61.5%	64.5%	64.5%
2P1	Percent of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	80.0%	100.0%	100.0%
Core Indicator	Description	2021-2022	2022-2023	2023-2024
	BENCHMARK	24.3%	27.3%	27.3%
3P1	Percent of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	6.7%	13.0%	14.3%

Narrative: Summary of Perkins Performance Indicators (2021–2024)

The following narrative summarizes the program's performance on the **Perkins Core Indicators** (1P1, 2P1, and 3P1) over the last three academic years, compared to the federally established benchmarks.

1P1 – Postsecondary Placement

Definition: Percent of CTE concentrators employed, in the military, or enrolled in an apprenticeship in the 2nd quarter after leaving the institution.

Year	Benchmark	Actual	Difference
2021–2022	72.2%	64.3%	-7.9%
2022–2023	74.2%	13.0%	-61.2%
2023–2024	74.2%	28.6%	-45.6%

Findings:

The program consistently fell below benchmark levels each year.

The most significant drop occurred in 2022–2023, with only 13.0% placement.

Modest improvement was seen in 2023–2024, but results remain significantly below the target.

Implications:

These results suggest weaknesses in job placement, career services, or apprenticeship alignment.

Further efforts are needed in employer partnerships, follow-up tracking, and career counseling.

2P1 – Credential Attainment

Definition: Percent of CTE concentrators who earn a recognized postsecondary credential during or within 1 year of program completion.

Year	Benchmark	Actual	Difference
2021–2022	61.5%	80.0%	+18.5%
2022–2023	64.5%	100.0%	+35.5%
2023–2024	64.5%	100.0%	+35.5%

Findings:

The program consistently exceeds credential attainment benchmarks by significant margins.

100% credential attainment for the last two years is an indicator of strong program quality and instructional effectiveness.

Implications:

Suggests students are gaining relevant, industry-recognized skills.

The program is well-aligned with certification and credential standards.

♦ 3P1 – Non-Traditional Program Enrollment

Definition: Percent of CTE concentrators in programs that lead to non-traditional fields (by gender).

Year	Benchmark	Actual	Difference
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2021–2022	24.3%	6.7%	-17.6%
2022–2023	27.3%	13.0%	-14.3%
2023–2024	27.3%	14.3%	-13.0%

Findings:

Enrollment in non-traditional fields remains consistently below target.

However, there has been a slow but steady increase over the past three years.

Implications:

The program still struggles to attract and retain underrepresented genders in traditionally male-dominated fields like masonry.

Progress indicates some improvement, but more intentional recruitment and retention strategies are needed to reach equity goals.

Overall Summary:

Indicator	Met Benchmark?	Trend	Priority Level
1P1	✗ No	Decline, slight recovery	● High
2P1	✓ Yes	Strong and improving	● Low
3P1	✗ No	Gradual improvement	● Medium

Recommendations:

Improve Job Placement (1P1):

Strengthen partnerships with local employers.

Expand apprenticeship opportunities.

Increase graduate follow-up to better track placement.

Continue Support for Credentialing (2P1):

Maintain instructional quality and access to certification exams.

Highlight credential success in marketing and recruitment.

Enhance Non-Traditional Participation (3P1):

Implement targeted outreach for underrepresented genders.

Create mentorship opportunities and visibility for women in trades.

Incorporate inclusive imagery, messaging, and support services.

Summary of Student Performance

Success Indicators		Years				
1	Retention (Fall to Fall)	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	4 Year Average
		77.78%	66.67%	85.71%	83.33%	78.37%

2	Graduation (4 Year – 200%)	Fall 2018 to Summer 2021	Fall 2019 to Summer 2022	Fall 2020 to Summer 2023	Fall 2021 to Summer 2024	4 Year Average
		57%	57%	80%	67%	65.25%
3	Job Placement	2020-2021	2021-2022	2022-2023	2023-2024	4 Year Average
		88.5%	64.3%	60.0%	67.0%	69.95%
4	Industrial Credentials (NCCER)	2020-2021	2021-2022	2022-2023	2023-2024	4 Year Average
		100%	100%	100%	100%	100%
5	Passing Rate on Licensure Exam	2020-2021	2021-2022	2022-2023	2023-2024	4 Year Average
		N/A	N/A	N/A	N/A	N/A

Narrative: Summary of Student Performance Indicators (2020–2024)

This summary reviews key student success indicators over the last four years, including retention, graduation, job placement, industrial credential attainment, and licensure exam passing rates.

1. Retention (Fall to Fall)

4-Year Average: 78.37%

Retention rates have fluctuated, with the lowest at 66.67% (2021–2022) and the highest at 85.71% (2022–2023).

Overall, retention is solid and above three-quarters of students continuing year-to-year, indicating good student persistence.

2. Graduation Rate (4-Year, 200%)

4-Year Average: 65.25%

Graduation rates vary from 57% to 80%, showing inconsistency but an upward trend in the 2020–2023 cohort.

Approximately two-thirds of students complete their program within four years, signaling moderate program completion success.

3. Job Placement

4-Year Average: 69.95%

Job placement rates have declined from 88.5% (2020–2021) to a low of 60% (2022–2023), with a slight recovery to 67% in 2023–2024.

This downward trend signals challenges in connecting graduates to employment or related opportunities, requiring attention to career services and employer relations.

4. Industrial Credentials (NCCER)

Consistently 100% each year over the past four years.

This is a significant strength, indicating that all students successfully earn key industry-recognized certifications, affirming program quality.

5. Passing Rate on Licensure Exam

Data unavailable (N/A) for all years.

This absence of data suggests either no licensure exam is required, or data collection needs improvement for this metric.

Summary

Strengths: Strong retention and universal credential attainment demonstrate solid program engagement and skill mastery.

Areas for Improvement: Job placement rates have dropped and require strategic intervention to enhance graduate employment outcomes.

Data Gaps: Lack of licensure exam data limits comprehensive performance assessment.

VI. Summary of Program Strengths and Areas Needing Improvement and/or Development

Program Strengths	Areas Needing Improvement and/or Development
Institutional Mission and Goals The Masonry program at WCCS aligns with the broader college mission by offering hands-on training that supports workforce development, community needs, and accessibility, all within a framework of instructional excellence, ethical standards and institutional efficiency.	
Faculty The Masonry Building Trades Program is led by highly trained and experienced faculty with strong expertise in the masonry industry. The program features an industry-recognized curriculum designed to meet current workforce standards. The instructor is NCCER-certified in the Core Curriculum as well as Masonry Levels I, II, and III, ensuring students receive high-quality, standards-based training.	1. The Masonry field is a fast-paced and continually evolving industry, requiring instructors to stay current with the latest technologies, materials, methods, and building code updates. To ensure that instruction reflects the most up-to-date industry standards, instructors must engage in ongoing, field-specific training each year. Attending events such as the National Masonry Instructors Association (NMIA) Conference provides instructors with vital exposure to current trends and innovations. This type of professional development enhances classroom instruction, ensuring that students are learning techniques aligned with today's workforce expectations and future industry demands. As construction codes and best practices change, instructional content must also evolve. By staying current with industry standards, the masonry instructor ensures that students receive the highest quality training, prep.

Program Strengths	Areas Needing Improvement and/or Development
	Plan of Action: The Masonry Building Trades Program instructor will collaborate with the department chair to develop a budget plan that supports continued attendance at the NMIA Conference and other masonry-specific training opportunities. The goal is to secure consistent funding to make participation in these events part of the instructor's ongoing professional development strategy. In accordance with the College's policy established in the 2017–2018 academic year, all faculty and staff are required to complete 20 Continuing Education Units (CEUs) annually, specifically aligned with their area of expertise. While the College provides monthly in-house CEU opportunities, the masonry program instructor will prioritize participation in external, field-relevant training such as the NMIA Conference, which offers 24 CEUs per conference.
Students 1. Perkins Indicator 2P1: Credential, Certificate or Diploma. The benchmark for this indicator is 63.3%, the program was 93.3%, which means the program was found proficient during the review period. However, the program instructor wants to maintain proficiency, so he developed a continues plan to do so. It is as follows: Plan of Action: Although the program was found proficient the instructor of the program will continue to monitor students and tutor them when they fall behind, the program will also make	1.Perkins Indicator 3P1: Nontraditional Completion. The benchmark for this indicator is 26.3%, the program was 11.3% which means the program did not meet the thresh hold and is considered not proficient during the review period of tracking the data. However, the program instructor wants to meet the standard for

Program Strengths	Areas Needing Improvement and/or Development
full use of the student support programs on campus, all students will continually be required to sign up for student coaching and support programs to ensure that they receive a credential, certificate or diploma.	proficiency, so he developed a plan to do so. It is as follows: Plan of Action: To help improve and increase the enrollment of nontraditional students into the program the program instructor will focus more on nontraditional students when attending career fairs and recruitment outings. The instructor of the program will also interact with business and industry representatives as well as partners with their need for nontraditional employees in their workplace. Hopefully, our industry partners can offer incentives for nontraditional students to come into this program in hopes of receiving a job upon graduation within industry partners' companies. The program will use a variety of credential options and place emphasis on value of obtaining credentialing levels the program will continue to encourage greater use of methods to obtain college credit for competencies obtained through tech-prep activities such as articulation, early college enrollment, and dual enrollment programs. The program will work closely with business and industry to identify career opportunities for nontraditional students. Build Alabama professionalize in recruitment material for a diverse group of students in the construction field.

Program Strengths	Areas Needing Improvement and/or Development
	Overall, improvement plans for student tracking include working with the Institutional Effectiveness Office to develop a student tracking system. The tracking program will allow the instructors to closely monitor the program's proficiency in reaching the prescribed benchmarks for all of the Perkins Indicators. Instructors will be able to pinpoint problems within these two areas. They will then be able to make an appropriate plan of action if these rates fall below the expected average for the program. 2. Perkins Indicator 1P1: CTE concentrators employed, in military, or apprenticeship programs in the 2nd quarter following the term in which they left WCCS. Student Placement. The benchmark for this indicator is 73.5% the program was 35.3%, which means the program did not meet the threshold and is considered not proficient during the review period of tracking the data. However, the program instructor wants to maintain proficiency, so he developed a continues plan to do so. It is as follows: • Plan of Action: Although the program was not found proficient, the instructor will intensify collaboration with business and industry representatives to improve graduate placement outcomes.

Program Strengths	Areas Needing Improvement and/or Development
Curriculum 1. The Masonry Building Trade Program (MAS) is designed to serve students planning to enter the construction/building trades fields. The program is designed for students that want to enter the work force as a mason, laborer or use the program in a way to enhance their skills while already being in the field. The program offers a standard certificate that requires (56 SH) and a short certificate that requires (24 SH) The program incorporates NCCER curriculum which meets national standards giving the instructor of the program an opportunity provides students with nationally recognized certification. Students who complete the standard certificate receive certification in the Core Curriculum, Masonry Level I, Masonry Level II and Masonry Level III which are stackable credentials. 2. To help meet the needs of industry, in terms of skilled masons in the field, as well as recruitment for the program the masonry instructor has applied and was awarded several grants, The restroom has been upgraded in the masonry lab and hopes of making it conducive for female students. 1. The Masonry Building Trade Program makes use of varied and complex technologies to enhance the learning experience of its students. The program provides practical and theory base instruction via the use of the following equipment and resources: 2 Labs 36 work-stations for Lab Assignments 4 Mortar Mixers Machines 6 Masonry Table Saws 3 Hand-held portable Masonry Saws 50 Mortar Boards 8 Shovels 2 Masonry Hoes 7 (sets) Scaffoldings 1 Smart Boards 2 Hammer Drills	1.The equipment in the masonry industry hasn't changed much, therefore there have not been updates in the Masonry Building Trade Program department. However, some equipment has been replaced because of the wear and tear and is being updated as it changes with industry and to stay on the cutting edge of technology and for students to gain the most valuable knowledge from it, most of it can and is still being used. The Masonry Building Trade Program has maintained an average number of students enrolled in the day program consistently. The program had an evening program up until 2016; however, the instructor went back into industry. The day program has continued to thrive and an initial increase in enrollment occurred. I think it was because there was more interest by students in attending the program in the daytime. Staying a brisk with industry on the latest equipment, I think would increase enrollment, because of the high interest shown by students in the program now. As enrollment increases the program would require the need for more staffing. Enrollment in the program stays around 25 – 33 students consistently each semester and would greatly benefit from the addition of at least one more assistant or part time instructor. The Masonry Building Trades Program

Program Strengths	Areas Needing Improvement and/or Development
1 Concrete Saw for Cutting 1 Joint Cutter 1 Trial Machine 1 Concrete Mixer 1 Full time instructor	instructor strongly encourages students to sign up for student coaching and tutoring offered by the school, but the program could use more help teaching in the labs. Plan of Action: The program will work with their department chair to add the needed items and training through Perkins's fund request. 2.The Masonry Building Trade Program Lab needs several new dust-free masonry saws to eliminate or contain dust.
	Plan of Action: After the approval of the department chair the masonry instructor will submit a P.O. to buy several new dust-free masonry saws. The director has agreed to include this item in the next Perkins budget.

PROGRAM REVIEW SUPPORTING DOCUMENTS

Please hold Ctrl and click on the links below to view the documents

Exhibit A: Governance

College Catalog /Student Handbook	2025-2025 College Catalog Student Handbook.pdf
Program Organizational Chart	Masonry Organizational Chart.pdf
Faculty and Staff Handbook	WCCS Faculty Staff Handbook 2023.pdf
Annual President's Report	Annual Report 2024
Institutional Effectiveness Fact Book	2025 Fact Book.pdf
College Committee Assignments	Strategic Planning College Committees 24,25.pdf
Program IEPs	Masonry IEP 22-23s.pdf ; Masonry IEPs 23-24.pdf Masonry IEPs 24-25.pdf
College Strategic Plan	2021-2025 Strategic Plan.pdf
Program Budget	Budget.pdf

Exhibit B: Students

Program Recruitment Materials	Recruitment Materials.pdf Brochure Recruitment Material.pdf
Individual Student Certification Reports	Individual Student Certification Report 22-23.pdf ; Individual Student Certification Report 23-24.pdf ; Individual Student Certification Report 24-25.pdf

Exhibit C: Faculty

Faculty Certifications	NCCER Certified Curriculum Performance Evaluator Certificate.pdf ; NCCER Certified Instructor Certificate.pdf ; NCCER Certified Module Test Proctor Certificate.pdf
Faculty Roster	Faculty Roster.pdf
Faculty Evaluations	Masonry Student Evaluation.pdf
Faculty Office Schedules	OFFICE SCHEDULES.pdf

Exhibit D: Curriculum

List of Program Textbooks	Program Textbook List.pdf
Sample of Student Artifacts (graded)	Student Artifacts.pdf
Class Schedules	Class Schedule.pdf
General Educational Student Outcomes (5 Years)	20-21 Gen Ed Report.pdf ; 21-22 Gen Ed Report.pdf ; 22-23 Gen Ed Report.pdf ; 23-24 Gen Ed Report.pdf ; 24-25 Gen Ed Report.pdf
Student Learning Outcomes (5 YEARS)	20-21 SLO Report.pdf ; 21-22 SLO Report.pdf ; 22-23 SLO Report.pdf ; 23-24 SLO Report.pdf ; 24-25 SLO Report.pdf
Advisory Committee Meeting Minutes	2024 Advisory Committee Meeting Minutes.pdf

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