

Wallace Community College Selma

Patient Care Technician



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2024-2025

**Wallace Community College Selma
Program Review Report**

Published by

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 opportunities 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 have 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 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 Fall 2023 WCCS received SACSCOC approval and continued accreditation after opening 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

Wallace Community College Selma (WCCS) offered a thriving, for credit, Nursing Assistant (NAS) program from 1995- 2012. The NAS program was a part of the Health Sciences career

ladder which included the NAS, Practical Nursing, and Associate Degree Nursing programs. The program had a thriving student enrollment with good program outcomes and yielded student certification rates that consistently ranged from 85% to 100%. Program retention averaged 70% while job placement rates were 95-100% for graduates seeking employment. Approximately 10% of the graduates matriculated to the Practical Nursing or the Associate Degree Nursing programs. The NAS program was discontinued in 2012 because it was no longer classified as Pell Eligible and it did not meet the Department of Education guidelines for program length. The College desired to find a way to continue to offer this valuable program to constituents in our service area.

The College participated in a round one of the Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant and the Partnership for Accelerated Learning through Visualization, Engagement, and Simulation (PAVES) Grant. In 2013, the College was presented with an opportunity to partner with a six-college consortium to implement the Better Occupational Outcomes through Simulation Training (BOOST) Grant. The College viewed this as an opportunity to restore and expand our previous NAS program to once again provide the training needs of our service area. Sustainability was the intent with the BOOST program implementation. BOOST would replace the previously offered NAS program and restore the beneficial nursing career ladder that the NAS program once provided.

In 2014 the college admitted its first cohort of Patient Care Technician (PCT) students through the BOOST Grant. Many BOOST graduates have continued their careers by enrolling in the LPN program, others have entered the workforce. The stackable certifications within the PCT certificate allow students to continue to work as they pursue additional certificates and the PCT certification. The PCT certification give students the opportunity to enter the workforce as Certified Nursing Assistants, Phlebotomists, and/or EKG Technicians. The PCT Program has a clear pathway that leads to acquisition of the Licensed Practical Nursing and Registered Nursing Degrees.

Realizing the economic impact and demand for quality healthcare workers not only in our service area but the nation motivates the college to continue to offer high quality educational programs to help meet the demand for quality healthcare providers.

2024-2025 Program Review Team Members		
NAME	ENTITY	TITLE
Ms. Kaylin Jordan	Wallace Community College, Selma	Wallace PCT Lead Faculty/Health Science Clinical Instructor
Mrs. Quin'Shea Tarver	Wallace Community College, Selma	Wallace PCT/Health Science Clinical Instructor
Dr. Pearlie Miller	Wallace Community College, Selma	Director of Health Science
Dr. Tracey Shannon	Wallace Community College, Selma	Associate Dean of Nursing Education
Mrs. Veronica Brown	Wallace Community College, Selma	Associate Dean of IE
Mrs. Joyce Harris	On-site Drug Screening	Medical Technologist

2024-2025 Program Review Team Members		
NAME	ENTITY	TITLE
Mrs. Webbie Calhoun R.N. MSN	Webbie.calhoun56@gmail.com	Retired PCT Instructor

III. Instructional Program Demographics

CIP Code 51.3902: Patient Care Technician

Graduates			
2020-2021	2021-2022	2022-2023	2023-2024
18	6	6	11

As a result of targeted recruitment in the Black Belt Area, Wallace Community College Selma and Wallace Community College Demopolis were able to recruit and train 13 new students which resulted in 22 students graduating in 2022. However, Graduation rates in 2023 and 2024 saw a decline mainly due to the long-term impact of the COVID-19 pandemic on student learning.

The pandemic disrupted education, leading to deficiencies in the students' learning as well as increased dropout rates. Utilization of hybrid models during the pandemic led to learning gaps and negatively affected student performance. Most students who were struggling with the changes may have chosen to drop out. The pandemic also caused social and emotional challenges for students. These challenges may have negatively impacted on their motivation and ability to succeed in school.

Enrollment					
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Number Enrolled	75	90	66	56	52

Current Enrollment

Fall 2024 Enrollment Data

	Males	Females	Total
Full-Time	1	9	10
Part-Time	1	41	42
Freshman	0	7	7
Sophomore	1	1	1
Dual Enrolled	1	0	0
Non-traditional (Tech programs only)	1		

Fall 2024 Enrollment Demographics				
Race	Program %	Headcount	College %	Head count
White	11.5%	6	19.6%	377
Black	84.6%	44	76.3%	1,469
Hispanic	1.9%	0	1.9%	38
American Indian	0.0%	0	0.5%	9
Asian	0.0%	0	0.3%	6
Two or More Races	1.9%	1	3.2%	61
Unknown/Not Reported	0.0%	0	2.9%	2
Average Age				
Under 18	78.8%	41	54%	1,035
18-19	5.8%	3	18%	338
20-21	5.8%	3	6%	124
22-24	3.8%	2	6%	107
25-29	1.9%	1	5%	102
30-34	3.8%	2	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

Review of data indicates a significant decline in the graduation rates between 2021 and 2024. A major contributing factor is believed to be the impact of the Covid-19 Pandemic. Students were faced with disruptions in the academic process which led to increased absenteeism and decreased student engagement. Shifting from remote to hybrid learning modalities could have potentially caused some students to fall behind and struggle with meeting graduation requirements. Some students may have had to leave school to support their families.

The decline in enrollment data for 2022 is attributed to effects of the pandemic. However, there is an increase in numbers in 2023. This may be attributed to students' readiness for more socialization. On the contrary, data reflects a notable and concerning drop among first-year students in 2024. This drop in enrollment is linked to FAFSA issues experienced by low-income students during the 2024 admission cycle. The new FAFSA form had technical issues including data deletion, incorrect error messages, and problems with the IRS Data Exchange. Students and institutions experienced delays in receiving financial aid award letters, making it difficult for them to make college decisions. The FAFSA issues disproportionately affected low-income and minority students, leading to a less diverse incoming class.

Over the four-year review period from 2020 through 2024, the Patient Care Technician Program has awarded 65 certificates. However, the number of program graduates has been on a steady decline over the four-year reporting period.

Discuss Strengths in Program Demographics

Strengths in the program demographics are availability of three stackable certifications to students who desire immediate entry into the workforce

Discuss weaknesses in Program Demographics

Program demographics are reflective of the main campus as a result of the decreased admission of students from other service areas. Measures are currently being put into place to increase recruitment throughout the service area of Dallas, Greene, Hale, Lowndes, Marengo, Sumter, and Wilcox counties. In addition, we will focus on increasing recruitment of male students and first generational college student. Emphasis will be placed on offering additional support to strengthen their study skills and build their confidence for success. Accomplishment of this goal will facilitate the accomplishment of program outcomes.

Discuss your plan for improvement

Plans for program improvement include a more robust recruiting initiative within the college's service area. WCCS has recently hired a recruitment director. In working with the recruitment director, the health science coach, the marketing director, and the minority outreach director, a service plan will be developed during the fall semester of 2025. Implementation of the recruitment plan will be ongoing starting Spring.

Fall 2024 data indicates a ratio of female to male students of 7:1. Of the students enrolled, 100% are African Americans. In fall 2024, the program enrollment age varied from

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 enhance the development of knowledge, skills, behaviors, and values for students and enable 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.

PCT Program Mission Statement:

The Patient Care Technician (PCT) Program at Wallace Community College Selma is designed to prepare students to assist a medical team by performing a variety of direct patient care duties. The program provides the foundational medical knowledge and practical skills necessary to perform tasks within a medical facility.

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
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		(b) incorporates a systematic review of institutional goals and outcomes consistent with its mission.
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 meet 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 units of WCCS create measurable outcomes 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 with pertinent program data by the Institutional Research office.

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 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.

Program engagement in the IEP Process

Each year the PCT program participates in continuous improvement through the development of an Institutional Effectiveness Plan (IEP) for the upcoming year and reports the previous year's results/findings. The IEP for the PCT 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 PCT 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 Dean of Instruction.

.Program Improvements implemented because of Assessment findings: (IEPS)

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

The PCT program continuously monitors program outcomes for improvements. As identified in the last review, the common thread is enrollment, retention, and recruitment. Enrollment issues remain an immense problem with traditional students.

2021-2022

Improvement plans included identification of at-risk students by the instructor and student coach. When students failed an exam, they were advised on study skills and how to effectively utilize a study calendar. In addition, recruitment efforts were needed to attract traditional students along with financial support for tuition and testing.

2022-2024

Improvement plan goals were to increase passage of the CET exams, in Spring 2024, and to begin student review and remediation after the practice exams and before the CET/CPT Exam. In addition, students would be identified by the student coaches after each failed exam and were advised on a study calendar and skills. The faculty scheduled recruitments with local hospitals, nursing homes, and clinics in Spring 2024. Strategies to improve credentialing included: involving student coaches and faculty advisors to guide students through program requirements and available resources to help with cost (Pell grant, scholarships). Remediation after each practice exam to review highly missed content. Requiring all CET/CPT students to remediate all sections of the practice exams before sitting for the certification beginning Spring 2024, including class activities such as workbook pages, discussion questions.

The faculty and the coaching staff met and developed the following plan to increase enrollment with implementation in Spring 2024: The plan included visiting school campuses and working with counselors to identify students interested in health science careers, distribute flyers within the school communities serviced by WCCS, and working with marketing to develop public interest.

2024-2025

While the 2022-2024 improvement plan continued implementation, the program and coaches took advantage of all college wide recruitment activities. The health science coach visited schools within the Dallas, Perry, and Marengo counties.

The program has applied to become a testing center for CNA with Prometrics (recognized by the Alabama Department of Public Health as a testing provider.) Testing changes for CET/CPT Exams began Summer 2025: Changes included giving all practice tests earlier in the semester and review schedule after each for highly missed content, test all students

during the week of finals to capture better cohort participation and data, and maintaining and updating each cohort data each semester.

<i>CURRICULUM</i>		
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 is 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 Chancellor. 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.

Patient Care Technician Program offers:

Standard Certificate Curriculum

	Credit	Contact Hours	Clock In-Class Clock Hours	Total Clock Hours/30	Semester Hours After Conversion
1 ST Semester					
NAS/HHA 115	2	4	60	60/30	2
ENG 100	3	3	45	45/30	1.5
HPS 103	3	3	45	45/30	1.5
CIS 130	3	3	45	45/30	1.5
HPS 105	3	5	75	75/30	2.5
BIO 250	4	12	180	180/30	4
	18		450		13
2 nd Semester					

NAS/HHA 120	11	11	165	165/30	5.5
NAS/HHA 121	3	3	45	45/30	1.5
NAS/HHA 130	2	4	60	60/30	2
	16		270		9
3 rd Semester					
HPS 118	5	13	195	195/30	5
HPS 119	4	12	180	180/30	4
MTH 116	3	3	45	45/30	1.5
PHL 206	3	3	45	45/30	1.5
ORI 101	2	2	30	30/30	1
	17		495		13
Total	51		1215/30 =		35

9.3(CR)	General education	General education is a substantial component of each undergraduate degree and certificate. (a) is based on coherent rationale(b) a minimum of 15 semester hours or equivalent in associate degree programs. (c) includes at least one course in 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	16	49	33%

8.2.a	Student Learning Outcomes	Institution identifies expected outcomes, assesses 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

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.

Faculty engages in the IEP process by unit planning and evaluation of outcomes through Strategic Planning Online (SPOL). At the end of the fall and spring semesters, data is collected and reviewed for program improvement. The program reviews identified general education that are addressed campus wide and program student learning outcomes (SLO). The faculty speak to the identified SLO's, analyzing results of the intended goals of the SLO's as to the degree as to which the SLO was met or not met.

Whether the goal was achieved or not, the unit meets on faculty data days and speaks towards maintaining outcomes or initiatives to improve program outcomes. Student outcomes for the Patient Care Technician program identifies minimal performance of graduates upon successful completion of the program. The following are expected student learning outcomes identified:

1. Provide basic care including emotional, physical, psychological, and spiritual support to patients of all age groups in a variety of healthcare settings.
2. Collaborate with other healthcare team members to coordinate delivery of PCT care and seek guidance when necessary.

3. Exhibit professional conduct, appearance, and ethical behavior when providing PCT care and maintaining the rights of the patient.
4. Demonstrate essential skills that provide for the restorative needs of patients
5. Demonstrate effective written/oral communication in maintaining relationships with patients, families, and other health care members.
6. Perform PCT procedures in a safe therapeutic manner in healthcare settings to meet federal/state mandates.
7. Illustrate the use of relevant technology in the implementation of patient care.

Patient Care Technician Student Learning Outcomes

Student Learning Outcome Benchmark Performance				
Course Outcomes	Benchmark	Actual Results (Difference %)		
		2021-2022	2022-2023	2023-2024
4. Demonstrates effective written/oral communication in maintaining relationships with client families and other healthcare members. 70% of students will not receive communication grading penalties	70.0%	96.43% (+26.43%)	N/A	N/A
5. Perform procedures in a safe therapeutic manner in healthcare settings to meet state/federal mandates. 90% of students will not receive safety critical grading penalties.	70.0%	100.00% (+30.00%)	N/A	N/A
1. At the completion of the Patient Care Technician Program, students will be able to: 1. Provide basic care including emotional, cultural, psychological and spiritual support to clients of all age groups in a variety of health care settings.	70.0%	N/A	77.27% (+7.27%)	N/A
2. Collaborate with other healthcare team members to coordinate delivery of care and seek guidance when necessary.	70.0%	N/A	60.00% (-10.00%)	N/A

3. Students will exhibit professional conduct, appearance, and ethical behavior when providing care, and maintaining the rights of the clients. 90% of students will not receive clinical infractions regarding ethical behavior and client rights.	70.0%	N/A	86.67% (+16.67%)	N/A
4. Demonstrates effective written/oral communication in maintaining relationships with client families and other healthcare members. 70% of students will not receive communication grading penalties	70.0%	96.43% (+26.43%)	N/A	62.07% (-7.93%)
5. Perform procedures in a safe therapeutic manner in healthcare settings to meet state/federal mandates. 90% of students will not receive safety critical grading penalties.	70.0%	100.00% (+30.00%)	N/A	100.0% (+30.00%)

Listing of Educational Program Improvements Based on SLO Assessment Findings (2021-2024)

2020-2021

HPS 119 Phlebotomy- Spring 2021 (Due to the stated requirement of NHA which indicated that students must perform 30 venipuncture and 10 capillary stick, a new requirement for this program will be for dual enrolled students get all the required stick prior to the completion of the program in addition to implementing the certification exam as a requirement for completion of this program). Students in the pass had the option to take the exam upon completion of the problem. This requirement should be implemented for the upcoming Fall 2021 students. NAS 120/NAS 121 Fundamental of Nursing Assistant- After analyzing the student performance on testing this Spring, 2021 students had difficulty being successful on the skills portion of the Alabama Nurse's Aide exam. 6 out of 8 students were unsuccessful on the skills portion of the exam. The correction plan of action to address this concern and improve results will be to focus on skills and increase the skills hours/practice for this course.

2021-2022

In HPS 119 there were no negative results on student evaluations or reports from preceptors. Faculty plan to continue to enforce therapeutic communication and follow ups with clinical agencies and preceptors with student interactions with professional team and patients.

2022-2023

HPS 118 is a traditional course. There were 5 traditional students and 17 dual students. 17 students completed all 5 check-off lists (5 traditional and 12 dual students) on the first attempt with a 80% or higher. 5 dual students completed the venipuncture skill with 75% or higher on the second attempt. 1 dual student completed the syringe blood flow skill with 75% or higher on the second attempt. 1 dual student completed the vacutainer blood flow skill with a 75% or higher on second attempt. There was a total of 5 dual students that withdrew from the course before the 5th skill was due. Faculty reviewed all skills that were taught, demonstrated, and practice before check-off. Students who were unsuccessful on the first attempt were remediated with all skill content and were provided additional practice before the second check-off.

There were no negative findings. The program will continue program orientations. In addition, students will continue orientations as required by the clinical agencies. Faculty, will perform more visit to clinical sites to access the student learning environment and student performance based on the requirements of the course.

2023-2024

In spring 2024 Nursing Assistant, NAS 120 and NAS 121, were taught for the first time since 2021. Additionally, since this was the first class taught since 2021, course development and data review was emphasized to compare certification data. This information was not obtained pending identification of a testing center. Although, certification was not obtained, student were able to find employment with a local healthcare facility. Faculty and administration continue to seek a testing center in which student can certify within 30 days of course completion. To enhance retention of theory and clinical skills, faculty provided study guides and remediation of test content after exams. In addition, faculty provided immediate remediation of skills in which students showed weakness.

In spring of 2024, Phlebotomy clinical was taught after students were successful with theory content the previous semester. Faculty, implemented remediation after each practice exam for highly missed content. Lab and clinical skills were evaluated for safety with immediate remediation when the performance was not satisfactory.

2024-2025

In spring 2025, Phlebotomy HPS 119, was taught. To ensure that students continue to meet the benchmark of 75% on check-off evaluations and are well-prepared for clinical rotations, a comprehensive and structured approach will be implemented. The plan will focus on reinforcing lab practices, enhancing understanding through theory alignment, and providing consistent feedback on skill development. Lab activities will be scheduled to correspond with the theory topics covered in class each week. Each week, the instructor will highlight the theory behind each

skill in the lab setting. To provide individualized support, students will be grouped for practice sessions, allowing for more one-on-one instruction and targeted assistance on skills that are difficult for certain students. Simulations of real-world clinical scenarios will be integrated into the lab practice sessions to give students hands-on experience in delivering patient care in realistic settings. Students will be given access to the check-off rubrics in advance, allowing them to self-assess their progress and address areas of weakness ahead of the formal evaluation. Prior to each check-off, students will participate in a dedicated review session focused on understanding the rubric used to assess their performance. The rubric will be discussed in detail so that students are clear on expectations and how to meet them. High-quality videos demonstrating each skill will be made available to students. These videos will be accessible through an online platform and will include step-by-step guidance on correct procedures.

In spring 2025, NAS 120 and 121 were taught. To reinforce continued success with skills faculty will continue to evaluate the effectiveness of current instructional methods while identifying opportunities to enhance hands-on practice. Therefore, moving forward, faculty plan to provide additional simulation scenarios and targeted skill development sessions to ensure continued proficiency and confidence among students prior to clinical placement to ensure readiness to test.

8.2.b	College-level Competencies	Institution identifies expected outcomes, assesses 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.
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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 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%	Not Taught	Not Taught	100.00%
	Goal was met by	+40.00%			+40.00%
	Projected Goal 60% will score 2 (proficiency) or above				
2a. Oral Communication	Aggregated Actual Results	100.00%	Not Taught	Not Taught	100.00%
	Goal was met by	+40.00%			+40.00%
	Projected Goal 60% will score 2 (proficiency) or above				
2b. Written Communication	Aggregated Actual Results				
	Goal was met by				
	Projected Goal 60% will score 2 (proficiency) or above				
3. Ethical Reasoning	Aggregated Actual Results		Not Taught		
	Goal was met by				
	Projected Goal 60% will score 2 (proficiency) or above				
4. Computer Literacy	Aggregated Actual Results				
	Goal was met by				
	Projected Goal 60% will score 2 (proficiency) or above				
5. Diversity	Aggregated Actual Results		96.43%		
	Goal was met by		+36.43		
	Projected Goal 60% will score 2 (proficiency) or above				

Faculty

Narrative:

Discuss Strengths and weaknesses in Programs General Education Outcome data

When assessing data for the General Education outcomes data, faculty assess achievement through clinical performance, patient safety, the ability to convey accurate patient information, and the ability to convey succinct thought through written communication. The clinical evaluation tools are measured for the achievement of the Gen. Ed. Competency. In addition, class assignments are graded for written communication skills, and a class presentation is given to grade verbal communication skills. Diversity is addressed clinically in the care and consideration of patient needs. The Gen. Ed. Competencies are consistently met.

Weaknesses in the program's General Education Competencies are that the competencies are not measured in every course for CET, CPT, and CNA. The program needs to develop monitoring tools within each course that measures core competencies designated in each cycle. In addition, the PCT program needs to partner with available resources to aid students in the accomplishment of all Gen. Ed. Competencies.

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
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Narrative:

The number and type of faculty employed by George Corley Wallace State Community College (WCCS) is 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.

Fall 2023 Patient Care Technician Faculty Credentials Summary	
Highest Degree	Number of Faculty
BSN	2
Total	3

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

WCCS utilizes a continuous monitoring process to ensure that the Patient Care Technician 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. All of the credit courses offered are taught by full-time faculty.

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.

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:

Discuss faculty sufficiency for the program

The Patient Care Technician (PCT) program has a sufficient number of full-time faculty members employed. Health science faculty are a faculty of the whole. There are two full-time faculty members who provide instruction in the PCT program as well as clinical instruction in other health science courses. Faculty/student ratios for instruction and clinical practice are adequate to achieve student learning outcomes.

All full-time faculty members hold educational qualifications and experience as required by George Corley Wallace Community College Selma (WCCS), the Alabama Community College System (ACCS), the Alabama Department of public Health, PCT credentialing agency and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC-ACCS Board of Trustees policy 605.02 Postsecondary Faculty Credentials, requires credentials to be organized according to the teaching area. Group B requirements are used for instructors teaching credit courses in professional, occupational, and technical areas that are components of associate degree programs, not usually resulting in college transfer to senior institutions.

Faculty on Level II group B must possess a master's degree. Option (b) Baccalaureate Degree plus the equivalent of thirty (30) graduate hours as stipulated in the clinical requirements. Clinical requirements: Option (a) Eighteen (18) graduate semester hours in the teaching field. Option (b) is acceptable only when eighteen (18) semester hours in the teaching field is unavailable at an accredited institution of higher learning. Eighteen (18) graduate semester hours in a combination of teaching field and/or related field; or if available, eighteen (18) graduate semester hours in a combination of teaching field, related field, or education. Option (c) is the equivalent of thirty (30) graduate semester hours of corporate or other external formal training will be determined for each program area by a program standards committee appointed by the Chancellor.

Faculty's work experience includes critical care, cardiology, emergency department, home health, long-term care, medical surgical nursing, dialysis and rehabilitation. The average

faculty to student ratio in the Patient Care Technician Program is one to ten (1:10) in clinical. The classroom ratio varies but may be as high as 1:40 in a semester. Additionally, the number of faculty meets the Alabama Department of Public Health Standards. Adjunct clinical supervisors are scheduled to assist with clinical as needed to assist students in clinical areas based on demand.

6.3

Faculty Evaluation

The Institution publishes and implements policies regarding the regular evaluation of each faculty member regardless of contractual or tenured status.

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.

Patient Care Technician Faculty Evaluation Response Rates								
Summer 2024			Spring 2024			Fall 2024		
Responded	Total	Response Rate	Responded	Total	Response Rate	Responded	Total	Response Rate
17	52	33%	23	56	41%	20	60	33%

Narrative:

Results of student evaluations are obtained at the end of every semester for all instructors. There are seven areas the instructor is evaluated using a Likert Scale. The areas evaluated include: following course content on the syllabus, use of a fair grading system, grades received within a week, provision of a syllabus, schedules, and objectives, use of assigned reference materials, effective use of class time, assisting and respect for students, quality of teaching, use of a variety of instructional methods, and subject knowledge. Students are asked to complete evaluations prior to final exams. Less than 17% strongly disagree with any one criterion. Most students strongly agree or agree with each criterion. The PCT instructors are well liked by students. Data indicates that faculty are engaged in their progress. Although the PCT instructors have favorable student evaluations, the comments unless labeled with the instructor's name is generated in all instructor domains on each report for the class.

Plan for improvement

SmartEval is a good tool to evaluate the student's feedback of the course syllabus, materials, and quality of instruction. Student participation to reach 100% is needed and can be accomplished by taking students to the computer lab during the last two weeks of class and having the students complete the evaluation and having those who did not complete the evaluation complete it prior to the administration of the final.

6.5	Faculty Development	The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and
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		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 34 and 126, 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. 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 completed 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
Dr. Pearlie Miller	SPOLE Spring Faculty Data Day – 06.07.24 – 5 hours Fall Faculty & Staff Orientation – 09.12.24 – 5 hours	10
Kaylin Jordan	SPOLE Spring Faculty Data Day – 06.07.24 – 5 hours Fall Faculty & Staff Orientation – 09.12.24 – 5 hours	10
Quin'Shea Walker Tarver	SPOLE 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
Dr. Pearlie Miller	SPOLE Fall Faculty Data Day – 01.09.25 – 5 hours	5
Kaylin Jordan	SPOLE Fall Faculty Data Day – 01.09.25 – 5 hours	5
Quin'Shea Walker Tarver	SPOLE Fall Faculty Data Day – 01.09.25 – 5 hours	5
Faculty Participation in Professional Development		
Kaylin Jordan	Creating an Engaging Online Course – 12.12.2023	1
	Connecting the Concepts: Clinical and Classroom – 12.12.2023	1
	Legal Issues for Nurse Educators – 12.11.2023	1
	Disabilities and Accommodations: How to Help Students with Special Needs – 12.11.2023	1
	Culture and Nursing Education: The Changing Landscape – 12.11.2023	1
	Culture and Nursing Education: The Changing Landscape – 12.08.2023	1
	Concept-Based Learning: Lab/Sim and Clinical, Part 4 - 12.07.2023	1
	CBC from the Ground Up - The Classroom, Part 3 - 12.07.2023	1

	CBC from the Ground Up - The Essentials! Part 2 – 12.07.2023	1
	CBC from the Ground Up - How Did We Get Here? Part 1 – 12.07.2023	1
	Leadership Success: Ten Tips for Academic Leaders – 07.18.2023	1
	Test Item Writing: The Easy Way! – 07.17.2023	1
	Nurses Leading the Way with Self-Care – 07.17.2023	1
	Teaching Prioritization and Delegation: Leadership Strategies at Work 07.17.2023	1
	Item Analysis Made Easy! – 07.14.2023	1
	Incivility in Nursing Education: What Part of the Problem is Yours - 07.14.2023	1
	NCLEX® Across the Curriculum, Part 2 - 07.14.2023	1
	NCLEX® Across the Curriculum, Part 1 – 07.14.2023	1
	Jacksonville State University – 08.01.2024-current (2025) {1semester hour = 15 CEU} Completion 12.2025	435
Quin'Shea Tarver	Jacksonville State University – 01.01.2024-current (2025) {1semester hour 29 = 15 CEU} Completion 12.25	435

10.4	Faculty Governance	The Institution publishes and implements policies on the authority of faculty in academic governance matters.
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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.

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

PCT Faculty Committee Assignments for last 3 years:

2021 and 2025

Kaylin Jordan

- College Goal 6: Adult Education
- IEP Assessment Team C

2024 and 2025

Quin'Shea Tarver

- Diversity
- Health and Safety

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
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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 2019-2024 and the number of students receiving a passing grade.

Wallace Community College Selma Credit Course Completion			
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%.*

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%	

Table
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 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 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.

Student Support Services, Programs, and Activities

Appropriate academic and student support services apply to all students at all levels. In support of student learning and educational growth, WCCS provides an array of services and activities that promote 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 experience. 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, and 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 with 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 2023-2024, 98.73% of graduating students indicated they were either satisfied or very satisfied with the quality of their education.

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 PCT 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. P.O. requests are generated for departmental purchases. All P.O.s 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. In 2021, the college was awarded funds and grant monies from the Perkins Funds and Region 3 Workforce Development grant for the purchase of the Apollo and Juno simulators in the Simulation Center to upgrade to high-fidelity which would allow for meaningful simulation to foster critical thinking and clinical judgement. In addition, simulation is utilized to foster student confidence and decision-making abilities. Other supplies have been donated from clinical agencies, physician offices, and the Alabama Department of Public Health.					
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.		

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 non-residential college (i.e., no campus housing), most of our students, except for 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 Utilized by the PCT Program Health Science Building The Health Science Building (HSB) is a 36,624 square foot building constructed in 2009, housing the PCT, PN, and ADN programs. A self-operated elevator is centrally located in the building which provides easy accessibility to the classrooms for disabled persons. Within the office area there are six computer stations with internet access and it serves as an additional resource. Office 124 is the Office of the Associate Dean of Nursing Education. This office is designed to facilitate small administrative meetings. The faculty staff suite is located on the first floor of the HSB. The faculty workroom contains two computers, a printer with fax, scanning and e-mail capabilities, a shred box, and two scantron machines with a dedicated printer, and accessible shelves for clinical documents. There are 16 faculty offices within the suite. All offices are equipped with desks, chairs, filing cabinets, bookshelves, telephones, and internet-connected computers with printers. The Career Coach's office, which contains a phone line, computer, desk, chairs, and files, is also located in the office suite. The office suite contains two secure file rooms that house students' departmental files. The faculty suite offers employees a break room, which contains tables and chairs, an icemaker, sink, water cooler, microwave, refrigerator, and stove. Located on the first floor of the HSB are the nursing skills/simulation labs. Upon entering the lab there is a simulated nurses' station for students to practice skills such as hand washing and documentation. Adjacent to the nurses' station are two skills laboratories. Each skills lab also has eight beds with overhead diagnostic stations, a bedside table, an over-the-bed table, and a curtain for privacy. A washer and dryer are located within an enclosed area within the lab. The Health Science labs contain high-fidelity manikins, medium-fidelity manikins, ALS simulators, and numerous anatomical models for specific skills validations, there are sinks		

in each lab for hand washing. A supply room adjacent to each lab houses all the equipment utilized in the lab. The supply room also contains an AV recording system for simulations. A one-way mirror with an instructor station is installed in the supply room, which allows the instructor to view the simulation from the control area as the students conduct a simulation without instructor prompting.

The first floor of the HSB building contains two computer laboratories for PCT and nursing students. Each lab is equipped with 40 computers and a printer that is separated by a faculty proctoring station. The faculty proctoring station is utilized during computerized testing. Each computer lab is equipped with a lectern containing audio-visual equipment, projectors with screens, ELMO, and wireless internet capabilities.

On the second floor of the HSB, there are five classrooms designated for instruction. There are three classrooms that can accommodate 75 students each, one that accommodates 100 students and can be converted into two classrooms that accommodate 50 students. Each classroom is equipped with a lectern containing built-in audio-visual equipment, projectors with screens, ELMO, and wireless internet capabilities. The student break room is centrally located on the second floor and has chairs, tables, a microwave, and vending machines for student convenience. Four private study rooms extend from the break room.

Simulation Center

The simulation center offers two rooms set up for phlebotomy labs. In addition, there are two simulation rooms equipped with a sink, hospital bed, overhead diagnostic stations, a bedside table, an over-the-bed table, high fidelity simulators for student validation. Between the two simulation rooms is the control room equipped with audio/recording capture equipment with two stations capable of running simultaneous simulations. There is a debriefing room with a monitor, computer, and printer. Included within the suite is a dedicated faculty office with a phone, computer, printer, and filing cabinets.

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.

Demopolis Higher Education Center

The 17,200 square foot building was completed in 2004 and renovated in 2019. The building houses Arts and Science faculty suites, in addition to classrooms and science labs. All biology, chemistry and physical science courses and labs are held here. In addition, classes in mathematics, speech and music are held in this building.

WCCS provides properly sized and reliable technology that meets the needs of the institution and its students. Appropriate and secure access to technological resources is available to faculty, staff, and students, both on- and off-campus, for the purposes of teaching and learning and business operations of the college. WCCS's technology infrastructure (e.g., Canvas, Internet-accessible Library and Technology resources) also fully supports distance education. WCCS's technology infrastructure includes Secure and robust integration with the Alabama Community College System's Data Access and Exchange (DAX) that includes fully redundant servers and storage platforms as well as HVAC, uninterrupted power supply (UPS), and long-term power.

Secure and robust local data center infrastructure and facility that includes UPS and generator systems for moderate-term outages. Highly available Internet service infrastructure utilizing AT&T Internet service providers managed by and connected to Alabama Supercomputer Communications networks. Robust campus-wide area networks (WAN) and local area networks (LAN) facilitate high speed data transfers. Internet service operates at 500 mbps.

State of the art Wireless Network infrastructure featuring full support for Bring Your Own Device (BYOD). Unified Communications systems infrastructure and equipment (e.g., Office 365, SharePoint) provide robust email, telephone, desktop conferencing, instant messaging, and advanced file sharing. Robust Classroom Audio Visual systems include projectors, smart boards, and control systems.

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 students, 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. The PC is connected to the extensive WCCS wireless network for access to on-line content. Additionally, the Reading Room is used for E-Learning testing, occasionally used as a meeting room and 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, Writing Center hours and information, 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, there are two computers designated specifically for access to the library management software (Destiny). Students may use these computers for other purposes, with permission, when all other computers in the library are in use. 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 people 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, 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 for a minimum of 59 hours per week. Library hours are Monday through Thursday, 7:00 a.m. until 8:30 p.m. and Friday, 7:00 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.	25.0%	0.0%	0.0%
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.	52.9%	16.0%	0.0%
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.	9.1%	2.0%	9.1%

Narrative:

The PCT program did not achieve any Perkins Performance Indicator benchmarks. The indicators identify weaknesses in the PCT program that require a substantive program review to address these weaknesses.

Core Indicators 1P1 and 2P1

The PCT Program achieved 25% in one year during the current review. This is a weakness for the program. Students who receive the CET/CPT do not normally transfer to 4-year institutions. However, there should be a plan and tremendous focus to encourage the CET/CPT students to follow the career ladder at WCCS whereby students start at the PCT level, then practical nursing, followed by associate degree nursing. The students are encouraged to enroll in courses such as English 101 instead of English 100 and BIO 201 and 202, if students qualify, so that those

courses would meet requirements for prerequisite courses required in the Practical Nursing or Associate Degree Nursing Program.

Therefore, a more sustained effort directed at recruitment of students from the PCT program to the PN or ADN programs will assist in increasing the percentage of this benchmark. Also, the program completion form can be utilized to track the students after they receive the CET/CPT.

Core Indicator 3P1

The percentage of nontraditional students completing a nontraditional program benchmark was not met. This has been identified as an area requiring improvement. The faculty have increased tutoring and remediation of students, along with the student success coach who have increased efforts in tracking the progress of students prior to the student getting in trouble with a failing average to mitigate the student's opportunity to complete the program. PCT faculty started counseling students with the first missed assignment or unsatisfactory assignment.

The Health Science unit will set up meetings with counselors, minority outreach, and coaches to discuss specific recruitment efforts to attract male and other minority populations.

Summary of Student Performance

Success Indicators		Y e a r s				
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
		75.00%	0.00%	0.00%	25.00%	25.00%
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
		100%	0%	20%	0%	30%
3	Job Placement	2020-2021	2021-2022	2022-2023	2023-2024	4 Year Average
		0.0%	25.0%	0.0%	0.0%	6.25%
4	Passing Rate on Credential Exam	2020-2021	2021-2022	2022-2023	2023-2024	4 Year Average
	EKG	15.38%	27.3%	25.0%	60.0%	31.92%
	Phlebotomy	N/A (Covid)	100.0%	75.0%	90.0%	88.33%
	Nursing Assistant	N/A (Not Taught)	50.0%	N/A (Not Taught)	N/A (Not Taught)	50.00%

Narrative:

The student performance indicators identified serious disparities within the PCT program and outcomes. Retention and graduation averages over a four-year term are 25% and 30% respectively. Barriers in retaining students include student work schedules, financial aid disbursement for credit hours in technical programs, single parent households and lack of a certification site for CNA. In addition, job placement is low related to dual students leaving for four-year institutions and students opting to enter the health science nursing career ladder. The four-year average of student certifications does not meet benchmark guidelines of 80% for all programs except phlebotomy. The EKG course is the first certification course in the PCT program and is primarily comprised of dual students. The course is taught during the summer with dual students working part-time and involved in extracurricular activities at the high school. The CNA program is comprised of traditional students only and with a lack of a certification site, these students have found employment with the local hospital working as phlebotomists or PCTs after course completion and program acknowledgment of course passage.

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

Program Strengths	Areas Needing Improvement and/or Development
Faculty The program has two qualified and clinically experienced full-time PCT faculty. One faculty has experience in long-term care and med-surg nursing. One faculty has experience in critical and emergency care. Both instructors have completed the Train the Trainer program and are currently enrolled in the Master of Science Nursing program at Jacksonville State University. The Health Science Programs maintains an annual subscription for Nurse Tim Incorporated Online Webinars. The webinars are available to full-time faculty and part-time clinical faculty 24 hours a day, 7 days a week. This offers a convenient source of best practice educational resources for faculty.	Although there are two full-time faculty, their duties are shared with the nursing program. In addition, the faculty are new to the program and need continued mentoring and training. The program needs a dedicated lead instructor whose primary duty is the PCT program.
Students In the fall 2024 semester, 52 students were enrolled in the program. In the spring 2025 semester, 36 students continued enrollment from the fall 2024 semester. The retention rate was 69%. Enrollment is crucial to maintaining the PCT program. Although dual students are significant make-up of the PCT program, traditional numbers have faltered. 23-24 unduplicated headcount was 68 and 24-25 was 61, marking a 10.3% decline in enrollment.	Traditional student enrollment remains low. There needs to be a better recruitment program to attract candidates seeking immediate entry into healthcare. Working with the newly hired recruiter, job placement coordinator, marketing, and the student coach, an enhanced recruiting initiative needs to be developed to attract more traditional students. Development of recruitment materials through advertising and working within the service area communities. In addition, the faculty, advisors, and coaches will work with students to identify available financial resources to defer tuition cost such as Pell grant, scholarships, and WIOA. Continue remediation of highly missed content and requiring remediation of all sections of the remediation exams before sitting for certifications prior to final exams.
Curriculum The curriculum can be conducted as a hybrid mode. The PCT Program has afforded the College the continuous opportunity to offer the	The PCT program continues to offer options for students whether PCT traditional, dual, or nursing students requiring a boost in GPA and/or confidence

Program Strengths	Areas Needing Improvement and/or Development
career ladder concept. Students have the option of beginning at any point in the career ladder to reach their health career goals. Students have the opportunity to become certified to obtain the Certified Phlebotomy Technician (CPT), the Certified Electrocardiography Technician (CET) and Certified Nursing Assistant (CNA) On-site certification testing (EKG, PCT & Phlebotomy) This contributes greatly to the needs of the facilities in the communities in which the college serves. Classes are scheduled to allow progression of the student. The curriculum supports goal achievement of student learning outcomes. Benchmark for certifications is 80%: EKG 2020 15.38% 2021 27.27% 2022 25.00% 2023 60.00% 2024 No data available Phlebotomy: 2020 No data – COVID 2021 100.00% 2022 75.00% 2023 90.00% 2024 85.71% Certified Nursing Assistant: 2020 No data – COVID 2021 50.00% 2022 No class 2023 No data – No testing site 2024 No data – No testing site	remains a viable option for student to be successful. With the institution becoming a certification site for CNA, the program needs to set a plan for student offerings as well as community certifications, which may lead to enrollment into other PCT courses and promote the health science career ladder. Furthermore, continued student organized study skills need to be continued. Currently, students are taught by the instructor and student coach on how to develop a study schedule. Instructors have included class activities such as charter reviews, flashcard development, study guide development. These changes have been newly added to remediation of highly missed content and remediation of practice exams. Overall, the PCT curriculum needs to be revised considering short-term certificate offerings in addition to the PCT certificate. In addition, the PCT curriculum needs to be modified for a more realistic scheduling for successful student completion. The program needs to identify ways to attract all qualified individuals to the college's service area.
Resources The college serves as a testing center for both the EKG and Phlebotomy programs allowing students the ability to certify at the conclusion of each course. Each of these programs includes computer programs of study used in addition to	Students' clinical experiences are conducted in the acute care setting. The students' clinical exposure to skills and necessary procedures is not compromised as a result of their ability to exposure in laboratory and emergency room for clinical interaction with in-patients and out-patients in all three areas.

Program Strengths	Areas Needing Improvement and/or Development
class and theory that contain study guides and practice tests. The Simulation Center simulators have been upgraded, and the audio/visual upgrade should be complete in fall of 2025. Twenty-five new venipuncture arms have been purchased to replace old equipment.	WCCS recently became a testing center with Prometrics for state CAN certification. Onboarding for certification will be complete before the spring 2026 offering. Simulation Center upgrades are under bid with installation in fall 2025. .

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 College Catalog-Student Handbook.pdf
Program Organizational Chart	Organizational Chart.pdf
Faculty and Staff Handbook	Faculty Staff Handbook.pdf
Institutional Effectiveness Fact Book	2025 Fact Book.pdf
College Committee Assignments	College Committees 24.25.pdf
Program IEPs	IEP 22-23.pdf ; IEP 23-24.pdf ; IEP 24-25.pdf
College Strategic Plan	Strategic Plan.pdf
Program Budget	PCT Budget.pdf

Exhibit B: Students

Program Recruitment Materials	PCT Recruitment Program.pdf
Student Certification Reports	Student Certification Reports - CET Exam Result.pdf ; Student Certification Reports-CPT Exam Results.pdf

Exhibit C: Faculty

Faculty Certifications	Jordan Certifications.pdf Tarver Certification eCard.pdf ; Tarver Certification eCard3.pdf ; Tarver Basic Life Support Instructor.pdf
Faculty Roster	Jordan Faculty Roster.pdf Tarver Faculty Roster.pdf
Faculty Evaluations	Tarver 103.pdf ; Tarver 130.pdf ; Tarver-NAS-120-Spring.pdf ; Tarver- HPS-105-Fall.pdf ; Tarver. HPS 105.pdf ; Tarver. NAS 120.pdf Jordan- HPS-118-Summer 2024.pdf ; Jordan-NAS-130-Summer 2025.pdf ; Jordan-Summer 2024, HPS 118 Phlebotomy.pdf ; Jordan-Summer 2025, NAS 130.pdf
Faculty Office Schedules	Jordan office schedule.pdf Tarver office schedule.pdf

Exhibit D: Curriculum

List of Program Textbooks	TEXTBOOK LIST.pdf
Sample of Student Artifacts (graded)	Manual Skills Checkoff.pdf ; Patient Care Technician Program.pdf ; ECG Lead Placement Checkoff.pdf
Class Schedules	HPS 118 Schedule Dual Fall 2025.pdf ; HPS 105 Fall 2025 Schedule.pdf ; Fall 2025 Foundations 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	Advisory Committee Meeting Minutes.pdf

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