Wallace Community College Selma

Welding

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2025-2026

Wallace Community College Selma
Program Review Report

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The Office of Institutional Effectiveness and Research

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I. Introduction and Historical Perspective of the College and Program

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

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

Mr. Effell Williams, Sr. served as the Interim President from May 2000 until July 31, 2000. On August 1, 2000, Dr. James M. Mitchell became the third and most visionary president who led the College to its present role as a powerful influence on the upward mobility of citizens in Selma and surrounding areas. Responsive to the needs of the service area, Wallace Community College Selma expanded its educational thrust in the following areas: transfer programs, student services, community involvement, workforce development, and technology. Quality instruction, strong student support services, and access to educational 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 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 the Fall 2023 WCCS received SACSCOC approval and continued accreditation after implementation of The Higher Education Center and the West Alabama Regional Training Center off sites in Demopolis Alabama, January 2024.

On September 1, 2026, Dr. Donitha Griffin became the fourth (4^{th}) President of WCCS.

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

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

PROGRAM HISTORY

The Welding Technology Program at WCCS began in 1966 as a single program that offered a standard certificate that required 54 credit hours, which included16 welding courses and two academic courses. In 2001, a short certificate for the program was established. The short certificate requires 30 credit hours, which includes 2 academic classes. Although the Welding program contains a high level of courses to complete for the standard certificate, they are not designed for transferring to higher-level institutions. The program was designed for students to obtain professional training in the arts and skills of Welding. Upon completion of the program, students seek employment in Welding as an entry-level employee.

In 2002, the WCCS started a Dual Enrollment Program, allowing high school students to get a head start on their college career. Students were able to enroll in AAS Degree Programs and Technical Programs such as Welding.

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

In 2019, WCCS expanded the Welding Program to service areas to include Autauga, Chilton, Dallas, Greene, Hale, Lowndes, Marengo, Perry, Sumter, and Wilcox. Students from Autauga, Chilton and Dallas take dual enrollment courses at Wallace Main Campus in Selma, Al. The welding program has grown from 2 instructors 1 welding shop, 1-day program and 1-night program to 2 welding shops, 2-day programs, 2-night programs and 4 Welding Instructors on the Main Campus. Instructors include Mr. Otis Tarver Jr., Mr. Jerome Thames, Ms. Matilda Williams, and Mr. Jarrin Lewis. Since the Dual Program expanded the college has the following 7 Welding Instructors that serve surrounding counties. Mr. Aldric Matthews (Wilcox County), Mr. James Pruitt (Sumter County), Mr. Zachary Rutledge (Greene County), Mr. Jason Rogers (Hale County), Mr. Jarrod Pope (Lowndes County, Mr. Douglas Harris (Perry County), and Mr. Dale Acker (Marengo County). This gives the Welding Technical Program a total of 11 Welding Instructors.

The Welding Technology Program has an advisory committee that provides valuable input as related to business and industry needs and a review of the scope and sequence of the program curriculum. The committee is composed of graduates and local business professionals who have hired graduates or who work in a Welding related field. They meet twice annually; one meeting is formal the other informal. The committee members held guides the instructor on decisions concerning the direction of the program. Refer to *Appendix A* or Advisory Committee Report and Advisory Committee Minutes.

2024-2025 Program Review Team Members

NAME	ENTITY	TITLE
Otis Tarver Jr	Wallace Community College, Selma/ Welding Instructor	Wallace (faculty) Lead
Jerome Thames	Wallace Community College Selma/ Welding Instructor	Wallace (faculty)
Jarrin Lewis	Wallace Community College Selma/ Welding Instructor	Wallace (faculty)
Antonio Brown	Wallace Community College Selma/ Welding Instructor	Wallace (faculty)
Mrs. Veronica Brown	Wallace Community College, Selma	Associate Dean of IE

III. Instructional Program Demographics

CIP Code: 48.0508 Welding

Graduates					
Year(s)	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Certificate	49	50	79	119	190

Enrollment					
	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Number Enrolled	262 (173 dual)	309 (213 dual)	338 (243 dual)	310 (205 dual)	338 (208 dual)

Current Enrollment

Fall 2025 Enrollment Data			
	Males	**Females**	**Total**
Full-Time	95	15	110
Part-Time	175	53	228
Freshman	33	6	39
Sophomore	79	12	91
Dual Enrolled	158	50	208
Non-traditional (Tech programs only)	0	68	68

Fall 2025 Enrollment Demographics				
	Program %	**Head count**	**College %**	**Head count**
White	5.3%	18	17.7%	381
Black	89.6%	303	76.2%	1,639
Hispanic	1.5%	5	1.5%	33
American Indian	0.0%	0	0.2%	4
Asian	0.0%	0	0.3%	7
Non-Resident Alien	0.8%	3	0.4%	8
Multi-Racial	2.7%	9	3.2%	69
Other/Unknown	0.8%	3	0.4%	9

Fall 2025 Enrollment Demographics Average Age				
	Program %	**Headcount**	**College %**	**Headcount**
Under 18	34%	155	54%	1,169
18-19	33%	110	18%	396
20-21	12%	39	6%	139
22-24	5%	17	6%	109
25-29	3%	11	5%	110

Fall 2025 Enrollment Demographics				
	Program %	**Head count**	**College %**	**Head count**
30-34	1%	3	4%	93
35-39	1%	3	3%	59
40-49	0%	0	3%	56
50-64	0%	0	1%	18
65 and over	0%	0	0%	1

Summary Review of Program Demographics

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

The Welding Program has awarded 487 certificates.

The graduating student number has significantly increased post-Covid. A comparison of the 2020-2021 report period and the 2024-2025 reporting period shows a 287.8% increase in graduates. The graduate increase in reporting year-to year is as follows:

Academic Year	Graduates	Percent Change
2024-2025	190	+59.7%
2023-2024	119	+50.6%
2022-2023	79	+58.0%
2021-2022	50	+2.0%
2020-2021	49	

The current ratio of female to male students is 1:4.
The current program demographics consists of 89.6% African America, 5.3% White, 2.7% Multi-Racial, and 1.5% Hispanic.
The current program enrollment age varies from below 18 to 35-39.

Discuss Strengths in Program Demographics
The Welding Program demonstrates several demographic strengths, particularly its significant and sustained growth in graduates. Graduates increased from 49 in 2020–2021 to 190 in 2024–2025, representing a 287.8% increase, with 487 certificates awarded during the five-year review period. The program also serves students across a broad age range, from under 18 through ages 35–39, demonstrating accessibility to both traditional and adult learners. Additionally, female participation, with a 1:4 female-to-male ratio, reflects representation in a traditionally male-dominated career field. The program's strong African American enrollment (89.6%) also demonstrates its important role in providing career and technical education opportunities to the community it serves.

Discuss weaknesses in Program Demographics

The primary demographic weakness is the limited diversity in gender and racial/ethnic representation. Although female students are represented, the 1:4 female-to-male ratio indicates that women remain underrepresented in the Welding Program. Additionally, 89.6% of students are African American, while White, Hispanic, and Multi-Racial students represent much smaller percentages of enrollment. These findings identify an opportunity to broaden recruitment and outreach efforts to attract a more diverse student population. Continued attention should also be given to ensuring that students across all age groups have equitable access to program resources, support services, and opportunities for successful completion. The plan for improvement will focus on expanding recruitment and increasing demographic diversity within the Welding Program while maintaining its strong growth. Outreach efforts will target female students, underrepresented racial and ethnic groups, high school students, and adult learners through career fairs, community partnerships, school visits, and workforce organizations. The program will also promote welding as an accessible, high-demand career for all populations. Enrollment and demographic trends will be reviewed annually to evaluate the effectiveness of recruitment strategies and identify additional opportunities for improvement.

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, which 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.

Program Mission

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

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

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 assessments, reviewing results, identifying areas needing improvement, and developing and implementing action plans for continuous improvement.

Institutional Level Assessment

Strategic Planning Assessment

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

they ensure that all organizational elements of WCCS create measurable outcomes and assess student success with meeting the outcomes.

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

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

Unit Level Assessments

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

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

General Education Student Outcome data is both aggregated by college and dis-aggregated by programs, which allows WCCS to collect and review data for decision making on both its associate in science and associate in arts degree transfer programs, as well as its Certificate programs. As content experts, faculty determined appropriate courses and assignments for general education student outcome assessments, considering course placement in the academic areas of the curriculum, frequency of course offerings, and quantity of course offerings. A

faculty General Education Student Outcome Rubric Committee was appointed that represents broad-based faculty engagement.

C. Educational Program Reviews

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

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

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

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

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

Integrated: Planning and evaluation are integrated throughout all levels (institution, and program/unit) and connected by the mission-focused, strategic priorities of the institution. Assessment findings at the institutional level are developed or integrated into current objectives in annual operational plans and implemented at the program/unit level. Both the Strategic

Planning Council goal subcommittees who make recommendations for improvement and the planning unit which implements the recommendations are responsible for reevaluating effectiveness to ensure closure of the assessment loop. Budgeting priorities are aligned with recommendations approved by the President through the institutional assessment process.

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

Focused on Institutional Quality and Effectiveness:

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

Program engagement in the IEP Process

Each year the Welding program participates in the process through the development of an Institutional Effectiveness Plan (IEP) for the upcoming year and reporting of the previous year's results/findings. The IEP for the Welding 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 Welding Program IEP was re-structured to assess the core Perkins requirements as program outcomes. An advisory committee also evaluates the program as required by Alabama Community College System Board of Trustees policy 711.01. The Program Advisory Committee includes representatives from business and industry professionals in the college's

service area. Minutes from the program Advisory Committee meeting are kept on file in the office of IE and the Dean of Instruction office.

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

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

Program Review – In March 2020, the last Welding Program review was completed. During the program review process, the program instructor performed a self-assessment and identified strengths and weaknesses in the program. The program review follow- up report for the Welding Program details the progress made in improving the program's weaknesses and therefore improving the program and strengthening the program's effectiveness.

Student Learning Outcomes: The Welding Program is required to develop annual student learning outcomes (SLOs). SLOs for the course are based on student performance in the MAS course. Student Learning Outcomes for the Welding Program include. ·

1. Upon completion of WDT 108 and 122, students: Will know how to use Oxy- fuel gas Cutting. ·
2. Upon completion of WDT 108 and 122, students: Will be able to set up Plasma cutting as measured by Task Performance Sheet and Written Tests.
3. Upon completion of WDT 108 and 122, students: Will understand welding safety and be able to use basic hand tools and power tools.
4. Upon completion of WDT 110 and 258, students: Will understand how to read and interpret lines, views, dimensions, weld joint configurations, and symbols.
5. Upon completion of WDT 110 and 258, students: Will know how to perform welds using the prescribed welding process.
6. Upon completion of WDT 115 and 155, students: Will understand practice and procedures of welding stainless steel pipe.
7. Upon completion of WDT 116 and 156, students: Will be able to perform gas tungsten arc welding on stainless steel pipe.
8. Upon completion of WDT 120 and 125, students: Will understand joint design, joint preparation, and fit up of groove welds.
9. Upon completion of WDT 120 and 125, students: Will be able to demonstrate groove welds in the shielded metal arc welding process on carbon steel.
10. Upon completion of WDT 217 and 257, students: Will understand practices and procedures of welding carbon steel pipe using the shielded metal are weld SMAW process.
11. Upon completion of WDT 217 and 257, students: Will be able to perform shielded metal arc welding on carbon steel pipe with prescribed electrodes in the 2G, 5G, and 6G position.

The following program improvements were made because of student learning outcome assessments:

Curriculum		
Principles of Accreditation		
9.1 **(CR)**	Program content	The program embodies a coherent course of study that is compatible with its stated mission and goals of the institution, and are based on fields of study appropriate to higher education

Narrative:

George Corley Wallace State Community College (WCCS) offers programs consistent with the college's mission and goals.

Definition of a program: An instructional program is defined as a combination of courses and experiences that is designed to accomplish a predetermined objective or set of allied objectives such as preparation for advanced study, qualification for an occupation or range of occupations, or simply the increase of knowledge and understanding.

The following degree programs are offered at WCCS, as established by Alabama Community College System (ACCS) Chancellor's Procedures 712.01: Associate in arts degree, associate in science degree, associate in applied science, and Standard Certificate and Short-Term Certificate programs. Guidelines for distribution and requirements for courses and areas of study within the various degree programs are established by the 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, which 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. Studying 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.

WELDING TECHNOLOGY (WDT) PROGRAM Pipe Welding Standard Certificate
Curriculum Display by Semester

Prefix #	First-Semester-Fall Semester	Theory	Lab	Sem. Hrs.
WDT 108	SMAW Fillet OFC	3	0	3
WDT 109	SMAW Fillet/PAC/CAC	3	0	3
WDT 122	SMAW Fillet OFC Lab	0	3	3
WDT 123	SMAW Fillet/CAC Lab	0	3	3

MAH 101	Introductory Mathematics I	3	0	3

Semester Total = 15 SH

Prefix #	Second Semester- Spring Semester	Theory	Lab	Sem. Hrs.
WDT 119	GMAW/FCAW Theory	3	0	3
WDT 120	SMAW Grooves Theory	3	0	3
WDT 124	GMAW/FCAW Lab	0	3	3
WDT 125	SMAAW Grooves Lab	0	3	3
ENG 100	Vocational Technical English I	3	0	3
ORI 101	Orientation to College	2	0	2

Semester Total = 17 SH

Prefix #	Third Semester- Summer Semester	Theory	Lab	Sem. Hrs.
WDT 115	GTAW Carbon Pipe Theory (Elective)	3	0	3
WDT 116	GTAW Stainless Pipe Theory	3	0	3
WDT 155	GTAW Carbon Pipe Lab (Elective)	0	3	3
WDT 156	GTAW Stainless Pipe Lab	0	3	3

Semester Total = 12 SH

Prefix #	Fourth Semester- Fall Semester	Theory	Lab	Sem. Hrs.
WDT 110	Industrial Blueprint Reading	3	0	3
WDT 217	SMAW Carbon Pipe Theory (Elective)	3	0	3
WDT 257	SMAW Carbon Pipe Lab	0	3	3
WDT 258	Certification Lab (Elective)	0	3	3

Semester Total = 12 SH

Certificate Total = 56SH

Welding Program Short Certificate

Curriculum Display by Semester

Prefix #	First Year – Fall	Theory	Lab	Sem. Hrs.
WDT 108	SMAW Fillet OFC	3	0	3
WDT 109	SMAW Fillet PAC/CAC	3	0	3
WDT 122	SMAW Fillet OFC Lab	0	3	3

WDT 123	SMAW Fillet PAC/CAC Lab	0	3	3
MAH 101	Introductory Mathematics I	3	0	3

Semester Total = 15 SH

Prefix #	First Year – Spring	Theory	Lab	Sem. Hrs.
WDT 119	Gas Metal Arc/Flux Cored Arc Welding Theory	3	0	3
WDT 110	Industrial Blueprint Reading	3	0	3
WDT 124	Gas Metal Arc/Flux Cored Arc Welding Lab	0	3	3
WDT 125	Shielded Metal Arc Welding Grooves Lab	0	3	3
ENG 100	Vocational Technical English I	3	0	3

Semester Total = 15 SH

Certificate Program Total = 30 **SH**

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

Narrative:

George Corley Wallace State Community College (WCCS) requires the successful completion of a general education component that is based upon a coherent rationale, which 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, who are based upon fields of study appropriate to higher education, and that include general education components ensuring a breadth of knowledge that promotes intellectual inquiry and critical thinking."

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

Percentage of General Education Credit Hours Required for WCCS Degrees

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

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

Narrative:

Every academic, administrative, and educational support unit is required to develop and document an appropriate annual planning and assessment process which assures that the college's method of assessment leads to substantive institutional improvement over time. SPOL is used to facilitate this work, which enables planning units to formulate and manage their assessment plans and reports. Continuous faculty training has been provided in the use of SPOL. A training manual was also developed by the office of Institutional Effectiveness to assist faculty. The submission of data into SPOL allows faculty and academic disciplines to view dis-aggregated course performances as well as aggregated program performances. Based on the projected score and the actual student

performance data placed in SPOL by faculty, a graphic and numeric performance score is generated that identifies the percentage by which the projected score (goal) was met.

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

Overview of Educational Program Assessment Process/ Assessment Activities

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

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

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

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

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

Step 5: At the end of each Fall and Spring semester during faculty data days, faculty enter all data collected from the assessment activity into SPOL's assessment module and

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

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

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

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

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

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

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

indicate the difference by which the projected score (outcome) was met. For example: If the faculty has a goal for 60% of the students to score 70% on the assignment, but 80 % of students scored 70%, the graphic and numeric score would reflect a +10% difference.

Welding Student Learning Outcomes

Student Learning Outcome Benchmark Performance				
Course Outcomes	**Benchmark**	**Actual Results (Difference %)**		
		2022-2023	**2023-2024**	**2023-2024**
1. 80% of students will be able to use Oxy-fuel gas Cutting 70% accuracy as measured by a written test and demonstration of skill.	**70.0%**	**98.54% (+28.54%)**	**N/A**	**N/A**
2. 80% of students will be able to set up Plasma, cutting 70% accuracy as measured by a written test and demonstration of skill.	**70.0%**	**98.33% (+28.33%)**	**N/A**	**N/A**
3. 77% of students will be able to use basic hand tools, power tools with 70% accuracy as measured by a written test and a demonstration of the skills.	**70.0%**	**98.79% (+28.79%)**	**N/A**	**N/A**
4. 86% of students will learn the fundamentals of industrial blueprint reading. 96% accuracy as measured by a written test.	**70.0%**	**93.98% (+23.98%)**	**N/A**	**N/A**
5. 75% of students will be able to perform weld test joints based on	**70.0%**	**68.42% (-1.58%)**	**N/A**	**N/A**

	demonstration of skill.				
	6. 80% of students must identify pipe position, filler metal, and purging gas 70% accuracy as measured by a written test and demonstration of skill.	**70.0%**	**97.42% (+27.42%)**	**N/A**	**N/A**
	7. 75% of students will be able to perform gas tungsten arc welding on stainless steel pipe 70% accuracy as measured by a welding test and demonstration of skill.	**70.0%**	**96.73% (+26.73%**	**N/A**	**N/A**
	8. 70% of students will understand joint design, joint preparation, and fit up of groove welds 90% accuracy as measured by a written test and demonstration of the skill.	**70.0%**	**N/A**	**N/A**	**96.62% (+26.62%)**
	9. 70% will be able to make visually acceptable groove weld joints with 70% accuracy as measured by a welding test and demonstration of the skill.		**N/A**	**N/A**	**95.42% (+25.42%)**
	10. 70% of students will understand practices and procedures of welding carbon steel pipe using the shielded metal		**N/A**	**N/A**	**81.99% (+11.99%)**

	are weld SMAW process 70% accuracy as measured by a written test and demonstration of skill				
11.	70% of students will be able to perform shielded metal arc welding on carbon steel pipe with prescribed electrodes in the 2G, 5G, and 6G position with 70% accuracy as measured by a welding test and demonstration of the skill.		**N/A**	**N/A**	**94.12% (+24.12%)**

Listing of Educational Program Improvements Based on SLO Assessment Findings (2022-2025)

Performance Overview

SLO Level	Course Cluster	SLO Focus	Benchmark	Actual Result	Difference
1	WDT 108, 122	Use of oxy-fuel gas cutting	70%	98.54% (2022–2023)	+28.54%
2	WDT 108, 122	Setting up plasma cutting	70%	98.33% (2022–2023)	+28.33%
3	WDT 108,122	Welding safety and use of basic hand and power tools	70%	98.79% (2022–2023)	+28.79%
4	WDT 110, 258	Reading and interpreting lines, views, dimensions, joint configuration, and symbols	70%	93.98% (2023–2024)	+23.98%

5	WDT 110, 258	Perform welds using the prescribed welding process	70%	68.42% (2023–2024)	-1.58%
6	WDT 115, 155	Practice and procedure of welding stainless steel pipe	70%	97.41% (2023–2024)	+20.41%
7	WDT 116, 156	Perform gas tungsten arc welding on stainless steel pipe	70%	100% (2023–2024)	+30.00%
8	WDT 120,125	Joint design, joint preparation, and fit-up of groove ends	70%	96.62% (2024–2025)	+26.62%
9	WDT 120, 125	Groove welds in the shielded metal arc welding process on carbon steel	70%	95.42% (2024-2025)	+25.42%
10	WDT 217,257	Practices and procedures of welding carbon steel pipe using the shielded metal arc weld	70%	87.99% (2024-2025)	+11.99%
11	WDT 217,257	Perform shielded metal arc welding on carbon steel pipe with prescribed electrodes in the 2G, 5G, and 6G positions	70%	94.12% (2024-2025)	+24.12%

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.

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					
		2021-2022 Assessment Data	**2022-2023 Assessment Data**	**2023-2024 Assessment Data**	**2024-2025 Assessment Data**
1. Critical Thinking	Aggregated Actual Results	96.84%	95.86%	92.99%	97.28%
	Goal was met by	+36.84%	+35.86%	+32.99%	+37.28%
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
2a. Oral Communication	Aggregated Actual Results	Not Assessed	Not Assessed	Not Assessed	95.88%
	Goal was met by				+35.88%
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
2b. Written Communication	Aggregated Actual Results	Not Assessed	Not Assessed	Not Assessed	Not Assessed

	Goal was met by				
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
3. Ethical Reasoning	Aggregated Actual Results	Not Assessed	Not Assessed		
	Goal was met by			+34.44	Not Assessed
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
4. Computer Literacy	Aggregated Actual Results	Not Assessed	Not Assessed	98.22%	
	Goal was met by			+38.22%	Not Assessed
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				
5. Diversity	Aggregated Actual Results	Not Assessed	Not Assessed	Not Assessed	
	Goal was met by				Not Assessed
Projected Goal 60% will score 60% (proficiency) or above	Traditional Classes				

Narrative: Discuss Strengths and weaknesses in Programs General Education Outcome data

The General Education Outcome data demonstrates strong student performance in the competencies that were assessed. Critical Thinking is a significant strength, consistently exceeding the 60% proficiency goal across all four years, with results ranging from 92.99% to 97.28%. The most recent Critical Thinking result of 97.28% exceeded the goal by 37.28 percentage points. Oral Communication also demonstrated strong performance in 2024–2025 at 95.88%, while Computer Literacy achieved 98.22% in 2023–2024, both well above the established benchmark.

The primary weakness is limited assessment data for several competencies. Written Communication and Diversity were not assessed during the reporting periods presented, while Oral Communication, Ethical Reasoning, and Computer Literacy have limited assessment results. These gaps make it difficult to identify long-term trends across all General Education competencies. Moving forward, consistent assessment of each competency will provide a more comprehensive picture of student achievement and help identify areas requiring improvement.

Faculty

Principles of Accreditation		
6.1**(CR)**	Program Faculty	The program employs a sufficient number of full-time faculty members

		to ensure curriculum and program quality, integrity, and review

Narrative:

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

Definition of Full-time Faculty

The Board of Trustees Policy 608.01 and the 2018 WCCS Faculty/Staff Handbook, page 52, state that each full-time academic instructor shall teach 15 to 16 credit hours per term (or the equivalent as determined by the President) for the Fall and Spring semesters of the academic year. For the summer term, each full-time academic instructor shall teach 12 to 13 credit hours (or the equivalent as determined by the President). According to Chancellor's Procedures 608.02 and the Faculty/Staff Handbook, pages 53- 54, full-time faculty work schedule must contain a minimum of thirty-five (35) hours each week. These hours must be classroom/laboratory teaching or office hours.

Part-time Faculty

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

Definition of Regular/Permanent Faculty

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

Overall, WCCS employs well-qualified faculty. For example, during the **2025 Fall Semester,** the Welding program employed 10 full-time faculty members and 1 part-time faculty member whose credentials are summarized in the Table below.

Fall 2025 Welding Faculty Credentials Summary	
Highest Degree	**Number of Faculty**
Certificate	9
Associate	1
Bachelor	1
Total	11

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

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

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

- carry out teaching assignments
- evaluate student work
- document and evaluate student learning outcomes
- document and evaluate the institutional effectiveness of the department or program
- provide academic advising and registration
- maintain currency in their disciplines or technical areas
- work collaboratively in curriculum development and improvement, and
- complete other duties which support the mission of the college.

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

Narrative

The Welding program maintains qualified faculty to support instruction, student learning, assessment, advising, and the overall operation of the program. Faculty sufficiency is reviewed on an ongoing basis in relation to student enrollment, course offerings, credit-hour production, instructional workload, and program needs.

Full-time faculty provide leadership and continuity for the program by delivering instruction, evaluating student performance, assessing student learning outcomes, participating in institutional effectiveness activities, assisting with academic advising and registration, maintaining current knowledge and skills within the welding profession, and contributing to curriculum review and improvement.

The College also reviews faculty qualifications to ensure that instructors possess the appropriate academic credentials, technical preparation, and professional experience for their assigned courses. When additional instructional support is needed because of enrollment, scheduling, or program demands, qualified adjunct faculty may be utilized to supplement full-time faculty.

Based on the current instructional needs of the Welding program, faculty staffing is reviewed to determine whether sufficient personnel are available to maintain instructional quality, provide appropriate student support, and accomplish the mission and goals of the program. Any identified staffing needs should be addressed through the College's planning, budgeting, and personnel processes.

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 95 of the Faculty and Staff Handbook, the institution evaluates faculty performance annually. The evaluation process for faculty is noted below. The WCCS Faculty/Staff Handbook is distributed to each full-time faculty/staff member and is located on the WCCS website.

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

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

Also, faculty are evaluated annually in NeoED by their department chair. Goals are set in the system; there is a mid-point check to determine the progress of established goals, and there is an annual evaluation.

Faculty are evaluated on 15 factors which include job quality, leave management, time management, following policies, conflict resolution, adaptability, constructive feedback, teamwork, service, communication, initiative, judgment, active participation, respect, and collegiality. Once the evaluation is complete, the supervisor meets with the employee to discuss the evaluation and submit the evaluation for approval. The evaluation requires the signatures of the employee, Department Chair, and Associate Dean, and Dean.

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

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

Narrative: **Students Evaluation of Instruction**

Welding								
Summer 2025			Spring 2025			Fall 2024		
Responded	Total	Response Rate	Responded	Total	Response Rate	Responded	Total	Response Rate
192	378	50.8%	305	638	47.8%	336	756	44.4%

Narrative:

Student evaluation results for the Welding program show a steady increase in participation. Response rates improved from 44.4% in Fall 2024 to 47.8% in Spring 2025 and 50.8% in Summer 2025. This upward trend reflects increased student engagement in the evaluation process. Continued efforts to encourage participation will help provide more representative feedback and support ongoing improvements in instruction and program quality.

Discuss plan for improvement

The plan for improvement will focus on increasing student participation in course evaluations and using evaluation results to strengthen instruction. Faculty will encourage students to complete evaluations by explaining their importance, providing reminders, and allowing appropriate time for completion. Evaluation results will be reviewed regularly to identify strengths and areas needing improvement. Faculty and program leadership will use student feedback to guide instructional strategies, course delivery, and student support. Response rates will continue to be monitored each semester to evaluate progress and promote continuous improvement.

6.5	Faculty Development	The institution provides ongoing professional development opportunities for faculty members

		as teachers, scholars, and practitioners, consistent with the institutional mission

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 2021 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 for Professional Development

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

Informing Faculty

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

Faculty members are also encouraged to participate in ongoing professional development based on an individualized professional growth plan designed by the faculty member and approved by the Dean of Instruction, with final approval from the President. Faculty who desire 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**
Matilda Williams	TARGET X Training Sessions Day 2(Appts) 6.20.24 – 4hrs NEOED Manager Training 2 – 08.22.24 – 3hrs Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	12
Jarrin Lewis	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Jarrod Pope	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Otis Tarver	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Zachary Rutledge		0
Jerome Thames	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Jason Roger	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Timothy Dragg	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Antonio Brown	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Douglas Harris	Fall Faculty & Staff Orientation – 09.12.24 – 5hrs	5
Aldric Matthews		

Faculty Participation in In-House Professional Development January-May 2025		
Name	**Workshop(s) Attended**	**PD Earned**
Matilda Williams	Zoom Bootcamp – 01.08.25 – 1hr ADA Training – 01.15.25 – 1hr	2
Jarrin Lewis	2025 WCCS Sexual Harassment and Title IX Training – 04.18.25	2
Jarrod Pope	2025 WCCS Sexual Harassment and Title IX Training – 04.04.25	2
Otis Tarver	2025 WCCS Sexual Harassment and Title IX Training – 04.18.25	2
Zachary Rutledge		0
Jerome Thames	Zoom Bootcamp – 01.08.25 – 1hr	1
Jason Rogers	2025 WCCS Sexual Harassment and Title IX Training – 04.18.25	2
Timothy Dragg	2025 WCCS Sexual Harassment and Title IX Training – 04.04.25	2

Antonio Brown	Zoom Bootcamp – 01.08.25 – 1hr	1
Douglas Harris		
Aldric Matthews		

Faculty Participation Professional Development September 17-19, 2025		
Name	**Workshop(s) Attended**	**PD Earned**
Matilda Williams	Faculty Retreat 2025 –12 hours	12
Jarrin Lewis	Faculty Retreat 2025 –12 hours	12
Jarrod Pope	Faculty Retreat 2025 –12 hours	12
Otis Tarver	Faculty Retreat 2025 –12 hours	12
Zachary Rutledge	Faculty Retreat 2025 –12 hours	12
Jerome Thames	Faculty Retreat 2025 –12 hours	12
Jason Rogers	Faculty Retreat 2025 –12 hours	12
Timothy Dragg	Faculty Retreat 2025 –12 hours	12
Antonio Brown	Faculty Retreat 2025 –12 hours	12
Douglas Harris	Faculty Retreat 2025 –12 hours	12
Aldric Matthews		

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

Narrative:

George Corley Wallace State Community College (WCCS) publishes and implements policies on the authority of faculty in academic and governance matters in the WCCS Faculty/Staff Handbook, p. 34-38, which can be found on the WCCS website. The Faculty/Faculty Staff Handbook is revised annually as needed, disseminated to faculty, and made available on the college website. When the need for new policies or policy revision is identified, the Department Chair or Program Director seeks input from faculty and/or staff. The Department Chair or Program Director then submits the new policy or policy revision to the Policy Review Committee. New policies or policy revisions can be initiated at the Dean level with adequate input from faculty and/or staff. Following the Committee's review, the recommendation is brought to the Cabinet by the appropriate senior level administrator. Review at the Cabinet level is either approved or returned to the Policy Review Committee for revisions. After review and approval at the Cabinet level, the President gives final approval. The Policy Review Committee adds the new or revised policy to the Faculty and Staff Handbook or Student Handbook and disseminates it to students and/or faculty.

The WCCS Policy for Faculty and Staff Participation in Institutional Governance states that the Board of Trustees is the governing body of the institution. In accordance with policies established by the Board of

Trustees, WCCS has established appropriate policies for the achievement of the college's mission and goals and a high level of institutional effectiveness. In the development of procedures and guidelines, WCCS encourages and provides for the full participation of the faculty and staff in its decision-making processes. Participation is provided through formal structures and the administration's practice of an open-door policy. Formal participation is provided through faculty participation in Standing Committees and Strategic Planning Goals and Assessment Subcommittees.

All full-time faculty serve annually on one or more of the Standing Committees or subcommittees. Each Committee Chairperson is responsible for maintaining a record of meetings and activities in official minutes. The Chairperson should also provide the Department of Institutional Effectiveness with a copy of the minutes of each committee meeting. Minutes kept in the Department of Institutional Effectiveness are available for faculty, staff, and student review. Minutes may also be distributed electronically. Faculty members also serve on Search Committees as appointed by the President. The Search Committee Members are responsible for review of all applications to identify qualified applicants, checking a minimum of two references for each qualified applicant, scheduling and interviewing all qualified applicants, and submitting to the President the names of all qualified applicants in rank order based on the interview and writing prompt.

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

Welding Faculty Committee Assignments	
2024-2025	
Name	**Committee Assignment(s)**
Matilda Williams	Administrative Advisory Committee Calendar/Registration Committee Substantive Change Committee Goal 4: Workforce and Economic Development Faculty/Staff Handbook Committee Strategic Planning Council
Jarrin Lewis	Student Activities Committee Transitional Studies Task Force Committee
Jarrod Pope	Goal 4: Workforce and Economic Development Goal 6: Adult Education
Otis Tarver	Recruitment/Marketing Committee IEP Assessment Committee D
Zachary Rutledge	Library Committee Goal 6: Adult Education
Jerome Thames	Recruitment/Marketing Committee Policy Review Committee Campus Beautification Committee
Timothy Dragg	Goal 4: Workforce and Economic Development
Antonio Brown	Goal 4: Workforce and Economic Development Recruitment/Marketing Committee
Douglas Harris	Recruitment/Marketing Committee Goal 7: Enrollment Management
2023-2024	

Name	Committee Assignment(s)
Matilda Williams	Administrative Advisory Committee Calendar/Registration Committee Substantive Change Committee Goal 4: Workforce and Economic Development Faculty/Staff Handbook Committee Strategic Planning Council
Jarrin Lewis	Student Activities Committee Transitional Studies Task Force Committee
Jarrod Pope	Goal 4: Workforce and Economic Development Goal 6: Adult Education
Otis Tarver	Student Activities Recruitment/Marketing Committee IEP Assessment Committee D
Zachary Rutledge	Library Committee Goal 6: Adult Education
Jerome Thames	Recruitment/Marketing Committee Policy Review Committee Campus Beautification Committee
Timothy Dragg	Goal 4: Workforce and Economic Development
Antonio Brown	Goal 4: Workforce and Economic Development Recruitment/Marketing Committee
Douglas Harris	Admissions Committee Recruitment/Marketing Committee Facility Master Plan Committee
2022-2023	
Name	**Committee Assignment(s)**
Matilda Williams	Administrative Advisory Committee Calendar/Registration Committee Substantive Change Committee Goal 4: Workforce and Economic Development
Jarrin Lewis	Student Activities Committee
Jarrod Pope	Goal 6: Adult Education
Otis Tarver	Recruitment/Marketing Committee Health and Safety Committee
Zachary Rutledge	Health and Safety Committee Library Committee Goal 6: Adult Education
Jerome Thames	Recruitment/Marketing Committee IEP Assessment Committee A Policy Review Committee Campus Beautification Committee
Timothy Dragg	Campus Beautification Committee Goal 2: Student Focus/Success Health and Safety Committee
Douglas Harris	Recruitment/Marketing Committee

Students

Principles of Accreditation		
8.1**(CR)**	Student Achievement	The Institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document

Narrative:
Wallace Community College Selma (WCCS) identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to its mission, the nature of the students it serves, and the kinds of programs offered. “The Mission of Wallace Community College Selma is to provide high-quality learning-centered educational opportunities and services through diverse instructional-delivery modes that are responsive to individual, community, state and global needs."

WCCS uses multiple measures to document student success. They are course/degree completion, licensure pass rates, graduation, and transfer rates. Thresholds for these indicators were established based on review of college data from the Integrated Postsecondary Education Data System (IPEDS), data trends of student’s performances in the indicated areas, and comparison with peer institutions of similar demographics and size.

Course Completion Rates

WCCS reviews course completion rates and monitors program completion data. The college realizes the importance of tracking course completion to determine if its students are making adequate progress in reaching completion of their academic goals. Based on an annual review of overall course completion data and student performance, the college has established the following goal based on previous course completion data as a benchmark. The College will meet or exceed an annual course completion rate of 75%. The table below represents the number of courses taken by students from 2018-2023 and the number of students receiving a passing grade.

Wallace Community College Selma Credit Course Completion Rates 2023-2024			
Year	Course Enrollment	Courses Completed	% Completion
2024-2025	13,205	11,072	83.9%
2023-2024	12,338	10,252	83.1%
2022-2023	11,728	9,704	82.7%
2021-2022	10,539	8,182	77.6%
2020-2021	8,849	6,67	75.4%

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 400 degrees/certificates annually.

Degrees Completed from 2020-2025

Year	Transfer Degrees (AA, AS)	Technical Degrees (AAS, Certificates)	Total	%change
2024-2025	163	397	560	+10.0%
2023-2024	191	318	509	+13.1%
2022-2023	211	238	449	+23.69%
2021-2022	152	211	363	-4.47%
2020-2021	166	214	380	-5.94%

Retention Rates

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

Table WCCS First Time, Cohort Student Retention Rates

Retention Rate Benchmark: 60%		Retention %	% of Change	% of Benchmark Met
2025	2024 cohort	57.1%	-8.8%	-2.9%
2024	2023 cohort	62.6%	-1.3%	+2.6%
2023	2022 cohort	63.4%	+8.0%	+3.4%
2022	2021 cohort	55.4%	-1.6%	-4.6%
2021	2020 cohort	57.0%	-4.7%	-3.0%

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
2025	2022 cohort	47.1%	+18.6%
2024	2021 cohort	39.7%	+1.5%
2023	2020 cohort	39.1%	+2.6%
2022	2019 cohort	36.5%	+1.3%
2021	2018 cohort	35.3%	

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
2025	2022 cohort	12%	-14.3%
2024	2021 cohort	14%	+66.7%
2023	2020 cohort	8.4%	-4.5%
2022	2019 cohort	12.9%	-1.9%
2021	2018 cohort	14.7%	

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

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 the FAFSA, 72% were first generation college students. Eighty-eight percent of the 2,791 students enrolled received financial aid. Dual enrollment students accounted for 51% of WCCS's headcount during the 2023-2024 academic year.

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

Student Support Services, Programs, and Activities

Appropriate academic and student support services apply to all students at all levels. In support of 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 for students, they sell and rent textbooks. Students can pre-order books online and request to have books mailed or picked up at the B&N store on campus.

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

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

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

Learning Resources Center: The Learning Resources Center at WCCS supports the mission of the college by providing modern, high quality, interactive library services which are coordinated and integrated into the general instruction program of WCCS. The library resources consist of the WCCS Library catalog (DESTINY), the Alabama Virtual Library, Net library, and links to a wide variety of other sites. Students can access these resources on the campus, from an off-campus educational site, and from home. Students are made aware of the library services through various means, such as traditional Library Orientation, LBS 101, a library skills course, and ORI.

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

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

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

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

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

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

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

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

Brainfuse is an online 24/7 tutorial program that can be accessed through WCCS's student portal (Canvas). Students and tutors can communicate through Brainfuse in real time through an easy-to-use virtual classroom. The Brainfuse resource accommodates the tutorial needs of our distance education students by giving them access to assistance anywhere, anyplace, and anytime. The resource provides students with a live tutoring assistance for Business (Accounting, Economic, & Finance), Math (Basic Math, Calculus, College Algebra, Statistics, Trigonometry, etc.), English (Writing Lab for students to submit writing samples that provide students with editing assistance), Science (Anatomy & Physiology, Chemistry, Biology, & Physics), Computers (Excel, PowerPoint, & Word).

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

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

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

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

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

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

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

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

Resources

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

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

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

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

The Welding program budget provides for salary & benefits as well as instructional supplies, and professional development for faculty. Budget requests are made by the department chair after consulting with faculty each spring semester, and the Department Chair meets with the Budget Review Committee during a budget hearing. PO requests are generated for departmental purchases. All POs are approved by the Department Chair, Department Dean, Business and Finance Director, and the President.
A review of the past five years of audit reports revealed no audit findings, unqualified audit opinions, and low risk rankings.

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 Utilizes by Welding Students

Welding Building

Student Center

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

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

Student Success Center.

Located in the rear of the building is the Student Success Center. The Student Success Center houses professional coaches, who support students in their academic and career success. Through regular one-on-one meetings, coaches assist students in exploring their unique processing styles and ingrained habits/beliefs, as well as creating actionable steps to meet

student goals. The coaching relationship is established based on the student's needs, and the roles of coach and student are clearly defined at the beginning of the partnership. Together, the coach and student create an individualized success plan that involves short-term and long-term goal setting.
Online Learning Management System (LMS) software (Canvas) provides a high availability/capacity system utilizing Amazon Cloud Services.

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

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

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

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

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

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

Maintenance

WCCS employs a maintenance team consisting of employees that provide daily oversight of 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.

Narrative:

George Corley Wallace State Community College (WCCS) provides and supports student, faculty, staff, and community patrons' user privileges and access to adequate library collections, as well as other learning and information resources consistent with all of the education, training, and community service goals embodied in the Mission of the College.

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

Adequate and Appropriate Library and Learning/Information Resources

Library Collections and Services

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

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

The WCCS Library consists of two floors. The first floor consists of the print collection, circulation area, reference area, two offices for library personnel, a professional development area available to faculty and staff, a student copy area, and the Sam Earl Hobbs Reading Room, which is separated from the open first floor area. The Reading Room consists of 14 tables and 64 chairs

with a portable PC/Projector for instructional delivery of content for courses taught by the Head Librarian. The PC is connected to the extensive WCCS wireless network for access to on-line content. Additionally, the Reading Room is used for 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.

Collection Development

The library ensures that collections are consistent with degree programs by collaborating with faculty and by seeking faculty input. In accordance with the Library Collection Development Policy, selections of all materials are based on judgements of library staff, faculty, with some student input and recommendations of qualified book reviewers in national journals. Both faculty and students are surveyed every semester to determine satisfaction with the collection. The results of the most recent surveys for both students and faculty were positive. Of the students surveyed, 94% indicated they were Very Satisfied/Satisfied with the services offered in the WCCS library. 91% of the faculty agreed or strongly agreed that the library books and periodicals are adequate to support the needs of their functional area. Requests for materials (Student and Faculty samples) are accepted from faculty, staff, and students, and items may be requested in person, via email, or through the online Request Form for Library Purchase.

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.

Cooperative Agreements

The library maintains formal agreements with the following public libraries: Autauga-Prattville, Demopolis, and Hayneville/Lowndes. The library also has formal agreements in the form of memorandums of understanding with the following public-school libraries: Autauga Academy, Calhoun High School, Francis Marion High School, and Marengo High School. The formal agreements with these libraries allow distance education students in these counties to use their libraries for college- related research in their respective programs. Additionally, WCCS Instructors may request that the college library place items from WCCS on reserve at any of these libraries at any time.

V. Narrative for Perkins Performance Indicators

Core Indicator	Description	2022-2023	2023-2024	2024-2025
	BENCHMARK	**74.2%**	**74.2%**	**76.28%**

1P1	Percent of CTE concentrators employed in military, or apprenticeship programs in the 2nd quarter following the term in which they left WCCS.	38.1%	83.7%	77.6%
Core Indicator	**Description**	**2022-2023**	**2023-2024**	**2024-2025**
	BENCHMARK	**64.5%**	**64.5%**	**40.41%**
2P1	Percent of CTE concentrators receive a recognized postsecondary credential during participation in or within 1 year of program completion.	70.1%	50.9%	45.7%
Core Indicator	**Description**	**2022-2023**	**2023-2024**	**2024-2025**
	BENCHMARK	**27.3%**	**27.3%**	**12.71%**
3P1	Percent of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	10.9%	11.6%	16.5%

Narrative:

The Perkins indicators demonstrate overall improvement in CTE student outcomes. Postsecondary placement (1P1) increased substantially from 38.1% in 2022–2023 to 77.6% in 2024–2025, exceeding the current benchmark of 76.28%. Credential attainment (2P1) declined from 70.1% to 45.7%; however, the most recent rate remained above the 40.41% benchmark. Non-traditional program participation (3P1) improved from 10.9% to 16.5%, exceeding the current benchmark of 12.71%. Overall, WCCS met or exceeded all three 2024–2025 Perkins benchmarks, while credential attainment remains an important area for continued monitoring and improvement.

Summary of Student Performance

Success Indicators		**Y e a r s**				
1	Retention (Fall to Fall)	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024	Fall 2024 to Fall 2025	4 Year Average
		39.6%	46.3%	39.3%	55.3%	45.2%
2	Graduation (4 Year – 200%)	Fall 2019 to Summer 2022	Fall 2020 to Summer 2023	Fall 2021 to Summer 2024	Fall 2022 to Summer 2025	4 Year Average
		39.6%	30.5%	35.4%	38.8%	26.1%

3	Job Placement	2021-2022	2022-2023	2023-2024	2024-2025	4 Year Average
		41.7%	38.1%	83.7%	77.6%	60.3%
4	Industrial Credentials (NCCER)	2021-2022	2022-2023	2023-2024	2024-2025	4 Year Average
5	Passing Rate on Licensure Exam	2021-2022	2022-2023	2023-2024	2021-2022	4 Year Average
		N/A	**N/A**	**N/A**	**N/A**	**N/A**

Narrative:

Discuss summary findings of Student Performance indicators

The student performance indicators show overall progress, with the strongest improvements in retention and job placement. Retention fluctuated over the four-year period but increased significantly to 55.3% in Fall 2024–Fall 2025, the highest rate reported. Graduation rates ranged from 30.5% to 39.6%, with the most recent rate improving to 38.8%, indicating a continued need to strengthen academic support, advising, and strategies that promote program completion. Job placement showed the greatest improvement, increasing from 41.7% in 2021–2022 and 38.1% in 2022–2023 to 83.7% in 2023–2024 and remaining strong at 77.6% in 2024–2025, with a four-year average of 60.3%. Overall, the findings demonstrate encouraging progress while highlighting graduation as an area for continued improvement. Industrial credential and licensure examination data should also be reviewed when complete to provide a comprehensive assessment of student achievement.

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

Program Strengths	Areas Needing Improvement and/or Development
Institutional Mission and Goals: The Welding Technology Program supports the mission and goals of WCCS by providing high-quality, learning-centered technical education that prepares students for entry-level employment and lifelong learning. The program supports the College's goals related to teaching and learning, workforce and economic development, technology, enrollment, and community engagement. The Welding Program also maintains relationships with business and industry through its Advisory Committee, which provides input regarding industry needs and the scope and sequence of the curriculum.	Continue strengthening relationships with business and industry partners and use Advisory Committee feedback to evaluate curriculum, equipment, technology, and workforce needs. Continue the annual assessment and planning process to ensure program goals, student learning outcomes, and program improvements remain aligned with the College's mission and current workforce demands.
Students: The Welding Program has experienced significant growth. Graduates increased from 49 in 2020–2021 to 190 in 2024–2025, representing a reported 287.8% increase, with 487 certificates awarded during the five-year review period. Fall 2025 enrollment was 338 students, including 208 dual-enrollment students. The program serves both traditional and adult learners. Students also have access to Student Success Coaches, tutoring, Brainfuse, the Student Success Center, Dropout Detective/Early Alert, technology services, and other academic support resources.	Graduation and program completion remain areas for continued improvement. Strengthen academic support, advising, and strategies that promote completion. Continue using Student Success Coaches, early-alert systems, tutoring, faculty intervention, and academic advising to identify and assist at-risk students. Expand recruitment efforts to increase female and other underrepresented student participation. Review enrollment, retention, completion, and demographic data annually to determine the effectiveness of these strategies.
Faculty: The Welding Program maintains qualified faculty who support instruction, student learning, assessment, advising, registration, curriculum review, and program improvement. Faculty qualifications are reviewed to ensure instructors possess appropriate academic credentials, technical preparation, and professional experience. Faculty are evaluated annually through established institutional processes, including student evaluations and department chair observations. Full-time faculty also participate in ongoing professional development.	Continue monitoring faculty staffing based on enrollment, instructional workload, course offerings, and program needs to ensure sufficient faculty are available to maintain instructional quality and student support. Continue professional development to maintain current welding credentials, industry knowledge, instructional technology skills, and competencies. Increase student participation in course evaluations and use the results to guide instructional improvements.
Curriculum: The Welding curriculum provides a coherent sequence of theory and hands-on laboratory instruction leading to short- and standard-certificate opportunities. Students receive training in SMAW, GMAW/FCAW, GTAW, oxy-fuel cutting, plasma cutting, blueprint reading, pipe welding, joint preparation, safety, and related technical skills. Student Learning Outcome results demonstrate strong performance in most assessed areas. Oxy-fuel cutting achieved 98.54%, plasma cutting 98.33%, safety/basic hand and power tools 98.79%, and blueprint-related competencies 93.98%, all exceeding the 70% benchmark.	SLO 5, involving students' ability to perform welds using the prescribed welding process in WDT 110/WDT 258, achieved 68.42% against the 70% benchmark. Increase hands-on practice, reinforce instructor demonstrations, use skill checklists and industry-aligned assessments, and closely monitor student performance. Continue reviewing SLO results annually and use assessment findings and Advisory Committee/industry feedback to guide curriculum improvements.
Resources: The program benefits from institutional technology and student-support resources, including campus-wide wireless access, Canvas, Office 365, computer labs, instructional computer stations, tutoring resources, and the Student Success Center. These resources support classroom instruction, online learning, student communication, assessment, and academic success.	Continue evaluating Welding Program equipment, welding machines, tools, laboratory technology, PPE/safety equipment, and instructional resources to ensure they remain current and aligned with business and industry expectations. Use faculty input, student learning outcomes, Advisory Committee recommendations,

Program Strengths	Areas Needing Improvement and/or Development
	equipment condition, safety requirements, and industry standards to prioritize equipment replacement and technology upgrades through the annual budgeting and planning process.

PROGRAM REVIEW
Supporting Documents | 2025–2026

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

UPLOAD DOCUMENTS HIGHLIGHTED IN YELLOW

Program Name:	Welding	Program Coordinator:	Otis Tarver	Review Cycle:	2020–2025

Purpose: Use this one-page guide to identify the supporting documentation required for program review. Collection responsibility is indicated by color.

RESPONSIBILITY KEY	IE Office Collects	Program Area Collects

EXHIBIT A | GOVERNANCE

Supporting Document / Evidence	Responsible Unit
College Catalog / Student Handbook (2025) general-catalog-202526-pdf-7-1-26.pdf	IE Office
Program Organizational Chart WCCS_Technical_Division_Organizational_Chart.pdf	Program Area
Faculty and Staff Handbook (2025) WCCS Faculty Staff Handbook 2023 rv 06_02_25.pdf	IE Office
Annual President's Report (2025) **N/A**	IE Office
Institutional Effectiveness Fact Book (2025) https://www.flipsnack.com/AC9F7EB569B/wccs-2026-fact-book	IE Office
College Committee Assignments College Committees_2026_Final	IE Office
Program IEPs (2022–2023, 2023–2024, 2024–2025)	IE Office
College Strategic Plan https://www.flipsnack.com/AC9F7EB569B/wccs-strategic-plan-2026-2030	IE Office
Program Budget Budget_Status_By_Account (1).xls	Program Area

EXHIBIT B | STUDENTS

Supporting Document / Evidence	Responsible Unit

EXHIBIT C | FACULTY

Supporting Document / Evidence	Responsible Unit
Faculty Certifications NCCER Instructor Certifications_2026.pdf	Program Area
Faculty Roster 2025-2026 Faculty Roster	IE Office
Faculty Evaluations Spring 2026 Welding Course Evaluations.pdf	Program Area

EXHIBIT D | CURRICULUM

Supporting Document / Evidence	Responsible Unit
List of Program Textbooks Welding Curriculum Books_NCCER Pearson.docx	Program Area
Program Grading and Progression policies Welding_Program Grading and Progression policies.pdf	Program Area
Course Offerings and Class Schedules (current) Welding Class Schedules Fall 2026.pdf	Program Area
General Education Student Outcomes (Five Years) 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026	IE Office
Student Learning Outcomes (Five Years) 2021-2022, 2022-2023, 2023-2024, 2024-2025, 2025-2026	IE Office

Program Recruitment Materials Program Recruitment Material.png	**Program Area**
Individual or Summary Student Certification Reports NCCER Certification Cards (Students).pdf 705.jpg 706.jpg 707.jpg 708.jpg	**Program Area**

Advisory Committee Meeting Minutes (2024) 2024 Advisory Letter.docx Welding July-2024 Advisory Committee Meeting Minutes.docx Welding July-2024 Advisory Meeting Invitee list.docx	**Program Area**