

Institutional Performance  
Report 2006-2007



# Table of Contents

## *Wallace State Community College Strategic Initiatives*

I. Learning College Initiative	3–13
II. Communication Initiative	14–16
III. Culture of Accountability Initiative	17–20
IV. Resource Development Initiative	21–23
V. Technology Initiative	24–27



## Strategic Initiatives

### Initiative I Learning College Initiative

*The College will develop distinctive learning environments that promote teaching excellence with a commitment to student success.*

Measures: Student Goal Attainment Report

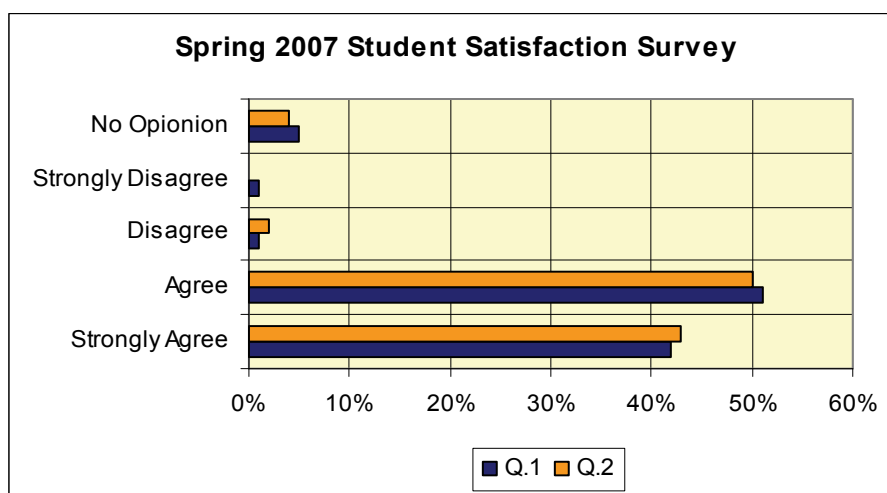
During the Spring 2007 Semester, the college surveyed 601 students (cross-section of academic, health, and technical programs) and asked for a response to these statements concerning educational goals:

**Q.1** *I believe the atmosphere of the college encourages the achievement of my educational goals.*

**Q.2** *Educational opportunities provided by the college support my learning.*

*Therefore, 91% of students either strongly agree or agree that WSCC encourages and supports students learning and educational goals.*

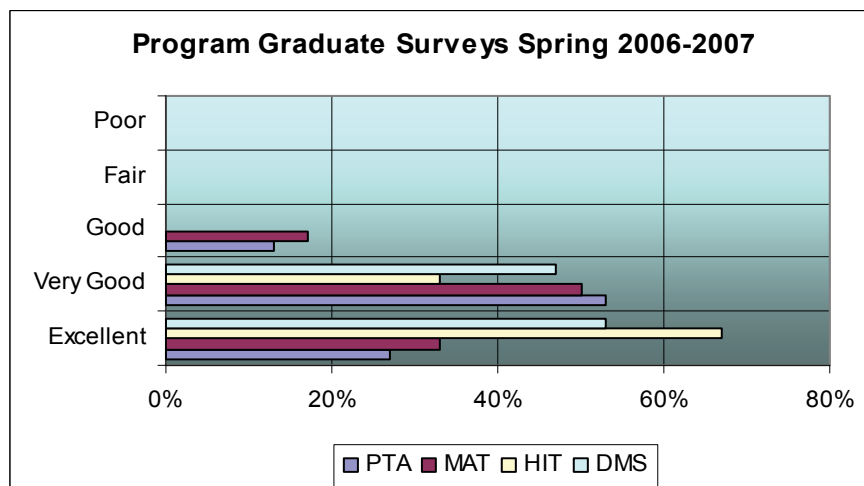
**Target: 90%**  
**Status: Goal met.**



Program Graduate Surveys asked graduates to rate the overall quality of their preparation for their chosen profession (see specific Health Programs):

*Therefore, 99% of survey respondents rated positively the overall quality of their preparation for their chosen profession.*

**Target: 90%**  
**Status: Goal met.**



## Strategic Initiatives

### Learning College Initiative (continued)

#### Measure: Professional Growth Plan Attainment

Wallace State promotes teaching excellence by encouraging faculty to develop and pursue a professional growth plan. See the chart below for current numbers:

<b>Target: 80%</b> <b>Status: Goal met.</b>		Total Faculty	# with PGP	Percentage
	Academic	55	50	90.90%
	Health	41	30	73.17%
	Technical	18	15	83.33%
	<b>Total</b>	<b>114</b>	<b>95</b>	<b>83.33%</b>

#### Measure: Student Exit Testing Results

Student success is also measured by licensure rates for specific programs. Our goal is for 100% of programs to exceed national averages. In 2005-06, most programs met or exceeded the national exam pass rate; on 17 of 21 national licensure exams Wallace State graduates exceeded the nation exam pass rate.

**Target:100% Status: 81%, goal not met.**

Program Name	WSCC Exam Pass Rate 2005-2006	National Exam Pass Rate	Alabama Exam Pass Rate
Associate Degree Nursing	88.3%	88.0%	89.2%
Dental Hygiene			87.6%
State Board Exam	100%		
National Board Exam	85.7%	94.4%	
Diagnostic Medical Sonography			
Acoustic Physics & Instrumentation	84%	52.07%	N/A
Abdomen & Superficial Parts	70%	58.63%	N/A
OB/GYN	80%	77.11%	N/A
Diagnostic Imaging	84%	90.5%	81.5%
Emergency Medical Services			
Paramedic	100%	62%	40%
EMT Basic	90%	71%	75%
Medical Assistant	77%	71%	N/A
Occupational Therapy Assistant	80%	88%	N/A
Pharmacy Technician	100%	65%	N/A
Physical Therapist Assistant	82%	74%	N/A
Licensed Practical Nursing	75.6%	87.9%	88.5%
Respiratory Therapy			
CRT Exam	95%	79%	
RRT Advanced Written Exam	92%	72%	
RRT Clinical Simulation Exam	92%	63%	N/A
Cosmetology			
Cosmetology Theory Exam	95%	80%	
Cosmetology Practical Exam	100%	95%	
Instructors' Theory Exam	100%	95%	
Instructors' Practical Exam	98%	77%	N/A
Flight Technology	100%	90%	N/A

## Strategic Initiatives

### Learning College Initiative (continued)

Measure: Transfer Rates and Post-transfer GPA

One measurement toward our commitment to student success is transfer rates and post-transfer grade point averages. In 2006-07 we received one report from an in-state four-year institution. Performance of Wallace State students on GPA and hours earned was comparable to that of transfers from all public Alabama 2-year colleges and other transfers.

#### University of Alabama in Huntsville Academic Performance Comparison Students Enrolled in 300-Level and Above Undergraduate Courses Summer 2005–Spring 2006

Student Category	Number of Students	Average Hours Attempted	Average Hours Earned	Average GPA
Transfers from WSCC Hanceville	101	22.85	20.70	2.98
Transfers from all public AL 2-Yr colleges	1260	20.90	18.79	3.02
Other transfers	1384	20.88	18.70	3.07
Native students	1595	20.11	18.39	3.17

#### University of Alabama in Huntsville and The University of Alabama in Tuscaloosa Academic Performance Comparison Students Enrolled in 300-Level and Above Undergraduate Courses Summer 2004–Spring 2005

Student Category	Number of Students		Average Hours Attempted		Average Hours Earned		Average GPA	
	UAH	UA	UAH	UA	UAH	UA	UAH	UA
Transfers from WSCC Hanceville	155	141	22.39	28.1	21.92	24.1	3.05	2.74
Transfers from all public AL 2-Yr colleges	1,540	4,991	22.79	29.8	22.23	25.0	2.90	2.83
Other transfers	2,013	907	22.02	35.7	21.38	30.0	3.02	2.96
Native students	1,282	5,910	18.26	28.9	17.66	24.7	2.97	2.94

**Target: WSCC transfers will meet or exceed native GPA's with no more than .1 deviation from the mean.**

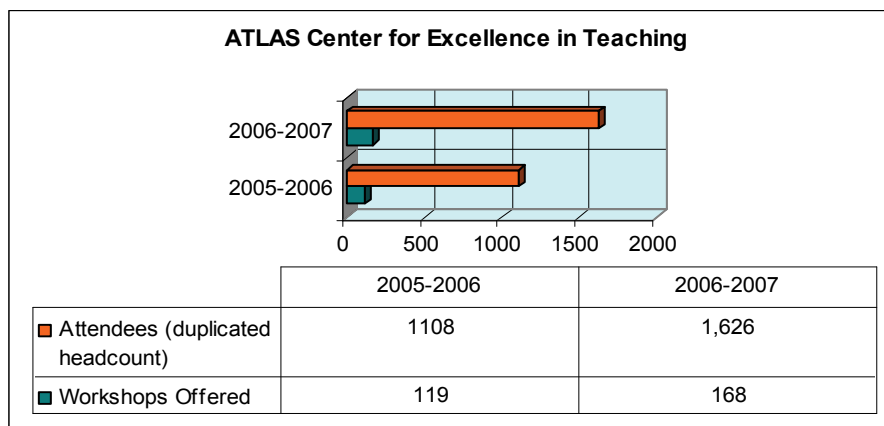
**Status: Goal not met. Goal met for comparisons to other CC transfers.**

## Strategic Initiatives

### Learning College Initiative (continued)

Measure: Faculty Development Participation Report

The ATLAS Center for Excellence in Teaching is a dedicated space and unique environment for professional development and for the exploration of technologies to improve teaching and learning across the College and among our communities. The ATLAS Center hosts a wide array of learning events in state-of-the-art facilities, conducts educational training sessions in learning-centered principles and instruction, and provides learning resources for faculty, support personnel, and administrators. This past year the ATLAS Center delivered online professional development and developed and hosted the first Adjunct Faculty Awards Reception.



This past year the ATLAS Center delivered online professional development and developed and hosted the first Adjunct Faculty Awards Reception.

Faculty and staff who participated in professional development were surveyed after each training session and asked to respond to the following statements:

**Q1.** *I gained new knowledge and insights.*

**Q2.** *I feel that my job performance will improve as a result of this course.*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Course
Q1	64%	36%	0%	0%	0%	Instructional Strategies
Q2	64%	36%	0%	0%	0%	Instructional Strategies
Q1	100%	0%	0%	0%	0%	WebCT
Q2	75%	25%	0%	0%	0%	WebCT
Q1	100%	0%	0%	0%	0%	Accepting Differences
Q2	83%	17%	0%	0%	0%	Accepting Differences
Q1	83%	17%	0%	0%	0%	Generational Learning
Q2	58%	33%	8%	0%	0%	Generational Learning
Q1	71%	29%	0%	0%	0%	Label Jars Not People
Q2	86%	14%	0%	0%	0%	Label Jars Not People
Q1	86%	0%	14%	0%	0%	Difficult Students
Q2	86%	0%	14%	0%	0%	Difficult Students
Q1	46%	39%	7%	3%	1%	7 Habits-Covey
Q2	39%	44%	10%	2%	1%	7 Habits-Covey

87% of the participants either Strongly Agree/Agree that their learning was impacted.

10% of the participants were Neutral. 3% of the

participants Disagree/Strongly Disagree that their learning was impacted.

**Target: 85%**  
**Status: Goal met.**

## Strategic Initiatives

### Learning College Initiative (continued)

Measure: Student Engagement in Learning (CCSSE)

Our goal in administering the CCSSE survey instrument was that WSCC students would rate their level of engagement on the 5 areas of the CCSSE assessment to exceed the ratings by students enrolled at comparable institutions. The results are displayed in the chart below.

Community College Survey of Student Engagement  
2005 Benchmark Summary Table—All Students  
Wallace State Community College—Hanceville

Benchmark	WSCC – Hanceville	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
Active & Collaborative Learning	48.4	Benchmark Score	49.9	50.0
		Score Difference	-1.5	-1.6
Student Effort	45.9	Benchmark Score	49.9	50.0
		Score Difference	-4.0	-4.1
Academic Challenge	54.7	Benchmark Score	50.3	50.0
		Score Difference	4.4	4.7
Student-Faculty Interaction	49.9	Benchmark Score	50.1	50.0
		Score Difference	-0.2	-0.1
Support for Learners	52.1	Benchmark Score	49.6	50.0
		Score Difference	2.5	2.1
Number of colleges			61	257

(Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark.)

**Target: To exceed national averages in all areas.**

**Status: Goal met on Academic Challenge and Support for Learners. Goal not met on Active & Collaborative Learning, Student Effort, and Student-Faculty Interaction.**

Measure: Learning Outcomes Report

As reported in the ATLAS follow-up report in December, 2006, a total of 48 courses have been transformed to a learning-centered format with a goal of 72. In December, 2007, final numbers will be available in the QEP report.

## Strategic Initiatives

### Learning College Initiative (continued)

Intended Outcome	Performance Measure	Results
Improve Student Learning Outcomes	WSCC students will score above the national average on Reading portion of CAAP assessment.	WSCC students scored 1% above national average. <b>Goal met.</b>
	WSCC students will score above the national average on Critical Thinking and Writing portions of CAAP assessment.	WSCC students scored 1% above national average on Critical Thinking assessment and 1% above national average on Writing assessment. <b>Goal met.</b>
	WSCC students will score above the national average on Mathematics and Science Reasoning portions of CAAP assessment.	WSCC students scored 4% above the national average on the Mathematics assessment and 4% above the national average on the Science Reasoning assessment. <b>Goal met.</b>
	WSCC students will score above the national average on Critical Thinking and Writing portions of the CAAP assessment.	WSCC students scored 1% above national average on Critical Thinking assessment and 1% above national average on Writing assessment. <b>Goal met.</b>
	90% of health sciences students will score above the national average on Critical Thinking portion of CAAP assessment	58% of health sciences students scored 5% above the national norm on Critical Thinking portion of CAAP Assessment. <b>Goal not met.</b>
Implement a Learning Curriculum	90% of students taking the Work-Keys assessments (Reading for Information, Applied Mathematics, Locating Information) will score above the target level for their respective major in all 3 areas assessed by the end of year three of the project.	76% scored above the target level in Math. 53% scored above the target level in Locating Information 83% scored above the target level in Reading. <b>Goal not met.</b>
	WSCC faculty will transform 72 courses into learning-centered courses by the end of the third year of the project.	As of December 2006, 48 courses have been transformed into a learning-centered format. In December 2007 final numbers will be available in the QEP. <b>Goal in progress.</b>
Create a Learning-Centered Environment	WSCC students will rate their level of engagement on the 5 areas of the CCSSE assessment above the ratings of students enrolled at comparable institutions.	Based on a pilot of a locally administered CCSSE in Spring 2004 to gain baseline data (permission granted by CCSSE), a random sampling of students showed that WSCC students were slightly below benchmark on Active & Collaborative Learning (4 of 7), Student Effort (2 of 5), and Academic Challenge (2 of 10). <b>Goal not met.</b>

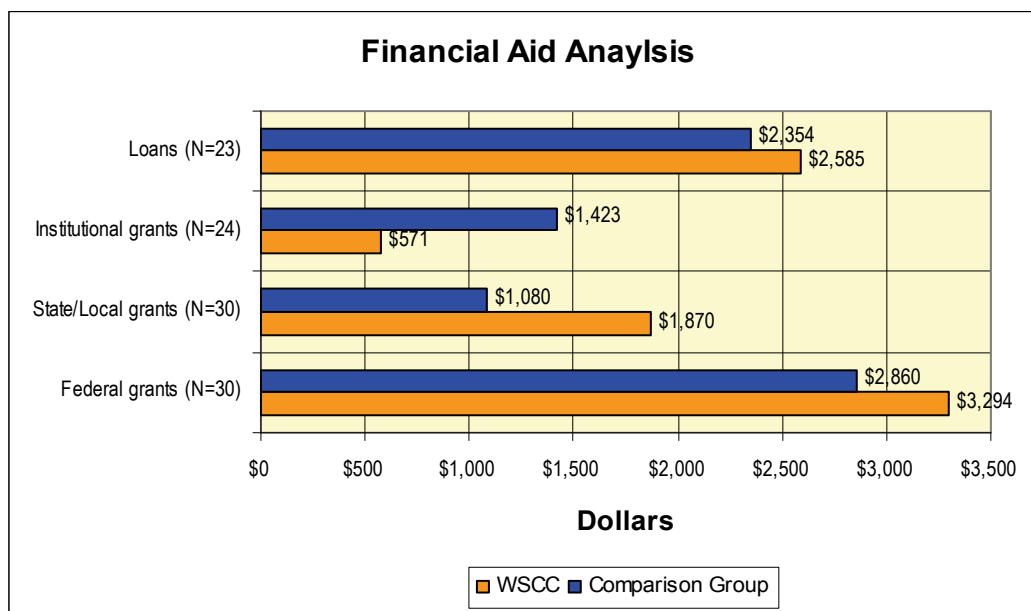
## Strategic Initiatives

### Learning College Initiative (continued)

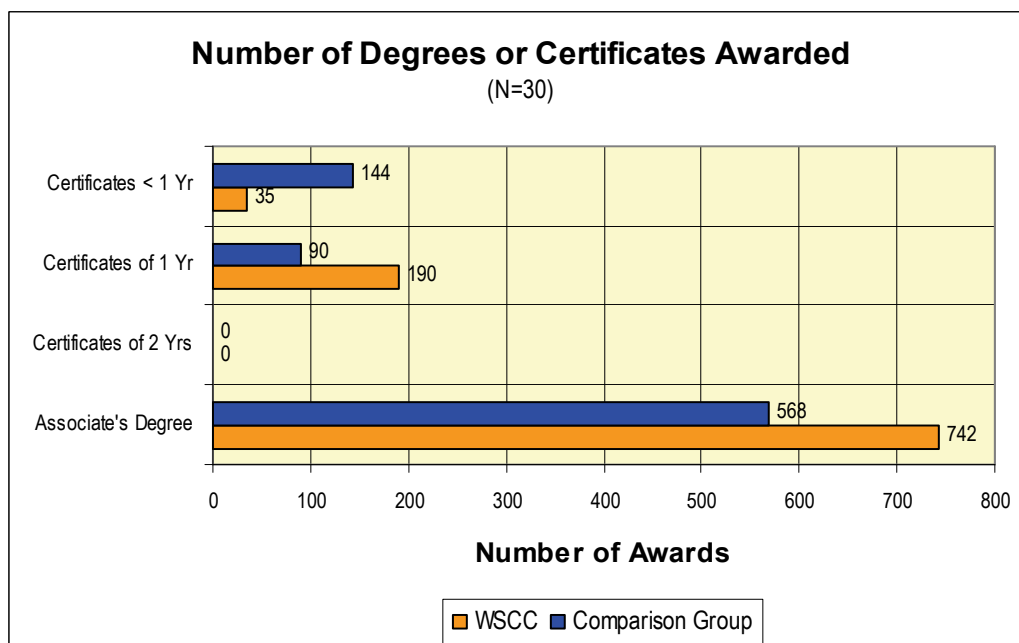
Measure: IPEDS Data Feedback Report

The IPEDS Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The figures in this report were developed to provide selected indicators and data elements for our college and a comparison group of institutions. These figures are based on data collected during the 2005-06 IPEDS collection cycle and are the most recent data available. "N" is the number of institutions in the comparison group.

**Status:**  
**WSCC**  
**exceeded**  
**peer**  
**institutions**  
**in the**  
**awarding**  
**of financial**  
**aid.**  
**Goal met.**



**Status:**  
**WSCC**  
**significantly**  
**exceeded**  
**peer institu-**  
**tions in the**  
**number of**  
**degrees/**  
**certificates**  
**awarded.**  
**Goal met.**



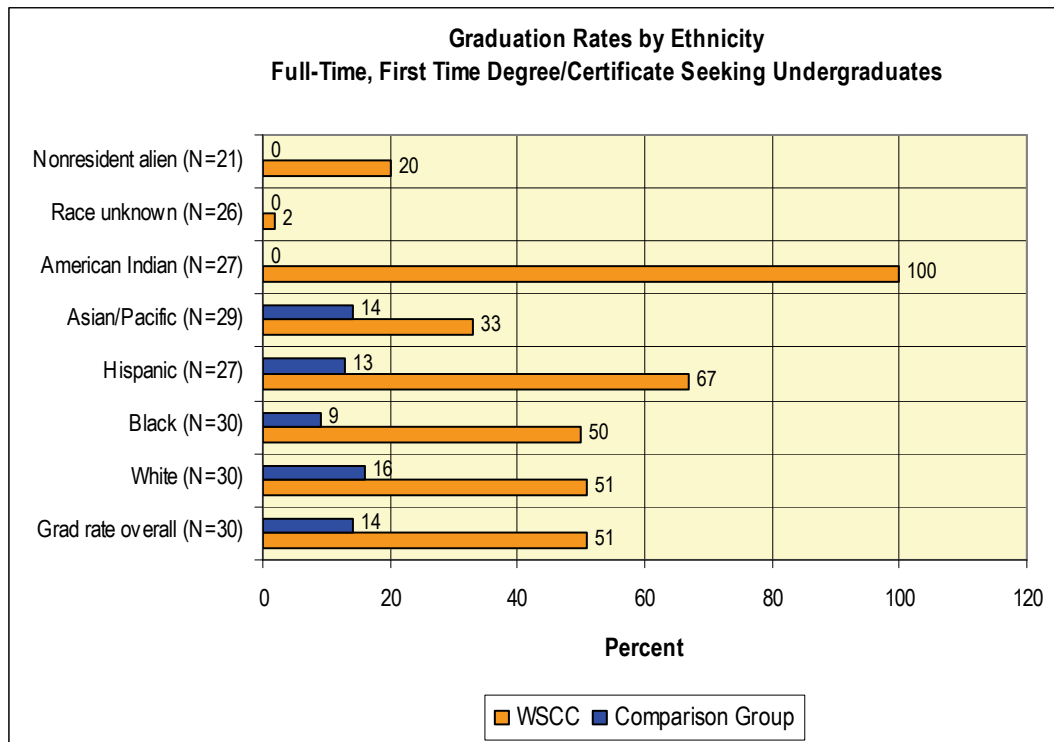
# Strategic Initiatives

## Learning College Initiative (continued)

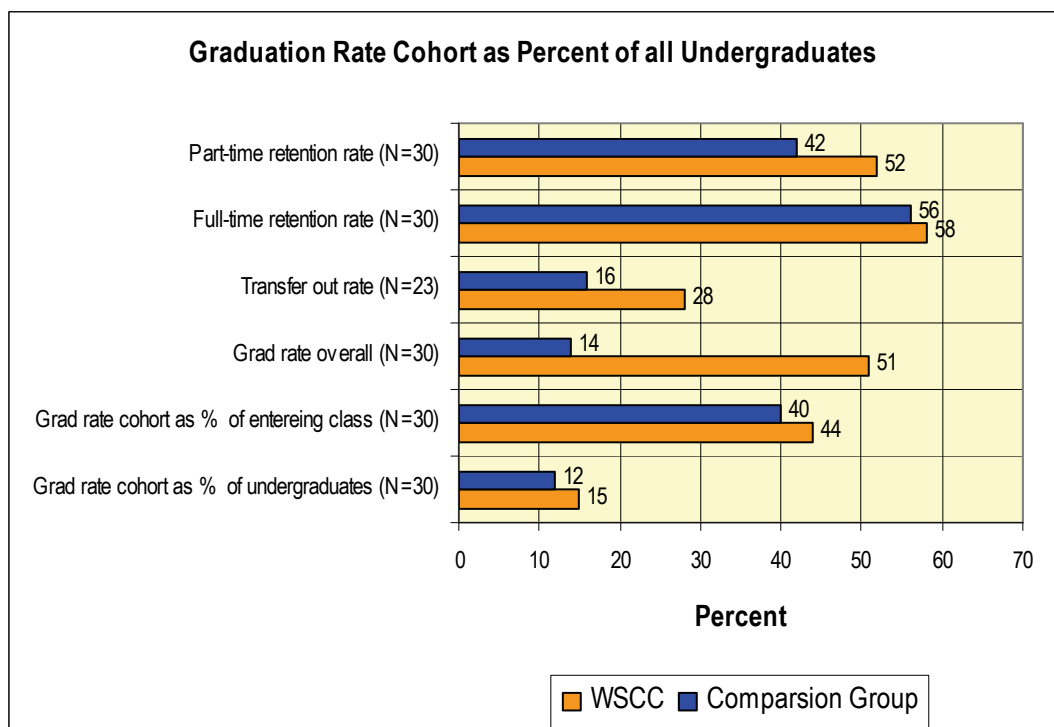
Measure: IPEDS Data Feedback Report

"N" is the number of institutions in the comparison group.

**Status:**  
**WSCC**  
**significantly**  
**exceeded**  
**peer**  
**institutions**  
**in graduation**  
**rates by ethnicity.**  
**Goal met.**



**Status:**  
**WSCC**  
**significantly**  
**exceeded**  
**peer**  
**institutions**  
**in graduation**  
**rate cohort.**  
**Goal met.**

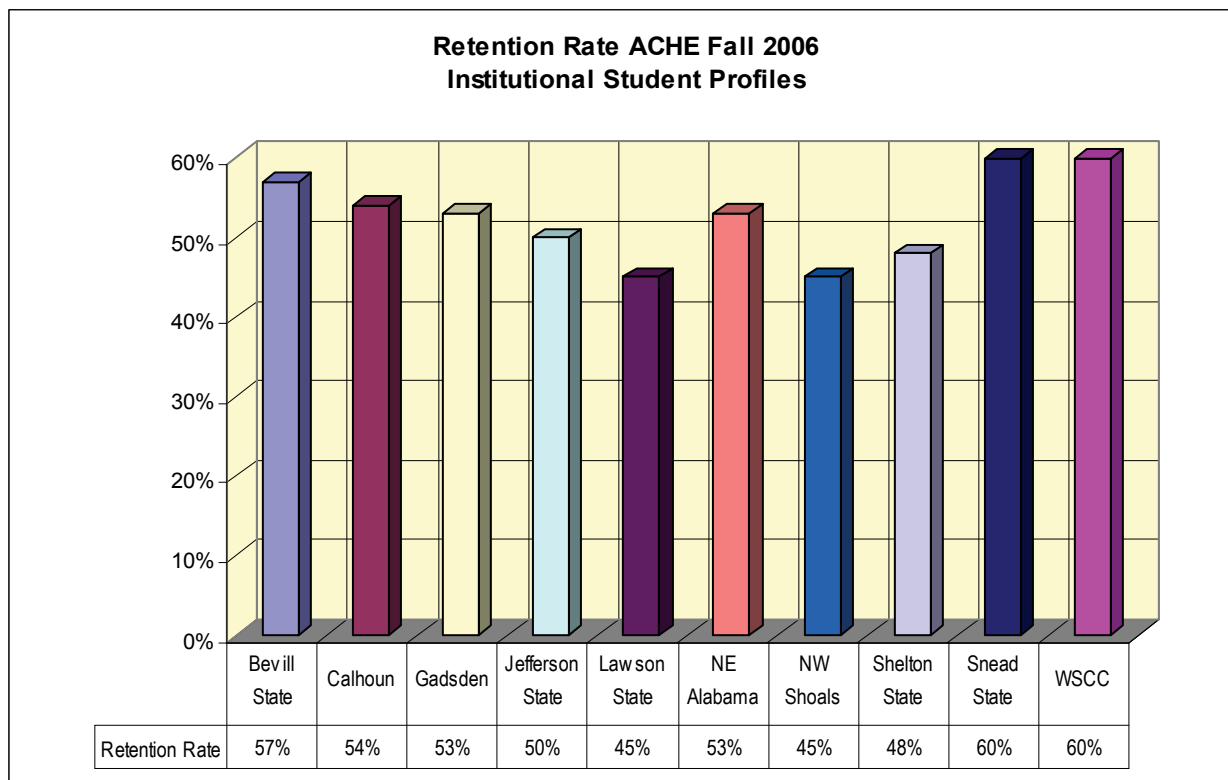


## Strategic Initiatives

### Learning College Initiative (continued)

Measure: ACHE Retention Rate

Wallace State Community College's retention rate of first time, degree-seeking freshmen is 60%, exceeding eight other peer institutions in Alabama.

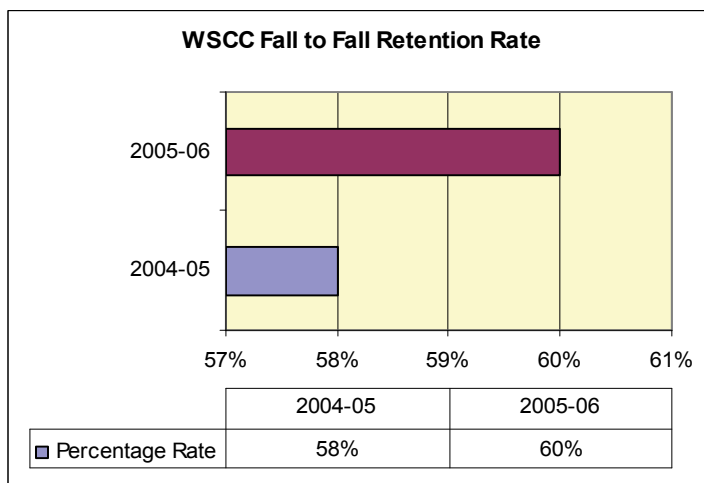


**Status: WSCC exceeded peer institutions in retention rates. Goal met.**

Measure: WSCC Fall to Fall Retention Rate

Wallace State Community College's retention rate of first time, degree-seeking freshmen has increased 2% over 2004-05. (Data gathered from IPEDS report for 2005-06.)

**Status: WSCC Fall to Fall retention rate improved year to year.**



## Strategic Initiatives

### Learning College Initiative (continued)

Measure: Term to Term Retention Rates

Wallace State Community College term to term retention rates are consistently strong. All the figures listed below exclude term graduates. *(Data gathered by WSCC Director of Student Retention.)*

<b>Term to Term</b>	<b>Retention Rate</b>
Fall 2005 to Fall 2006	60%
Summer 2006 to Fall 2006	83%
Spring 2006 to Fall 2006	66%
Fall 2005 to Spring 2006	81%
Fall 2006 to Spring 2007	80%
Spring 2006 to Spring 2007	61%
Spring 2006 to Summer 2006	56%

Measure: Transitional Learning Retention Data

Transitional learning retention rates have greatly improved due to the effectiveness of the Department of Transitional Learning. *(Data gathered by WSCC Director of Student Retention.)*

<b>Transitional Course Retention Data</b>	<b>Retention Rate</b>
Fall 2005	91%
Spring 2006	91.5%
Summer 2006	95.6%
Fall 2006	94%
Spring 2007	95%

## Strategic Initiatives

### Learning College Initiative (continued)

#### Measure: Developmental Math Data

In 2004-05, 32% of developmental students did not pass or withdrew from developmental math courses. Only 38% of those passing developmental math were able to pass the next highest college level course. In fact, 30% did not pass or withdrew. In the Fall of 2005 Wallace State created the Department of Transitional Learning to address student success.

In the Fall of 2006, there were 185 students enrolled in Math 090. 59% of these students passed Math 090.

Developmental Math 090 Fall 2006			
	Total Students Math 090	Students Passing Math 090	Percentage Passing
Fall 2006	185	110	59%

Of the 110 students who passed Math 090 in Fall 2006, 60 enrolled in Math 098 in the Spring of 2007. Of these 60 students, 50% successfully completed Math 098.

Developmental Math 098 Spring 2007			
	Math 090 Completers taking Math 098	Students Passing Math 098	Percentage Passing
Spring 2007	60	30	50%

Of the 110 student who passed Math 090 in Fall 2006, 8 enrolled in Math 098 in the Summer of 2007. Of these students, 50% successfully completed Math 098.

Developmental Math 098 Summer 2007			
	Math 090 Completers taking Math 098	Students Passing Math 098	Percentage Passing
Summer 2007	8	4	50%

**Status: Developmental math pass rates have improved from only 38% of those able to pass the next highest college level course in 2004-05 to 50% of those who are able to pass the next highest college level course in 2006-07**

## Strategic Initiatives

### **Initiative II** **Communication Initiative**

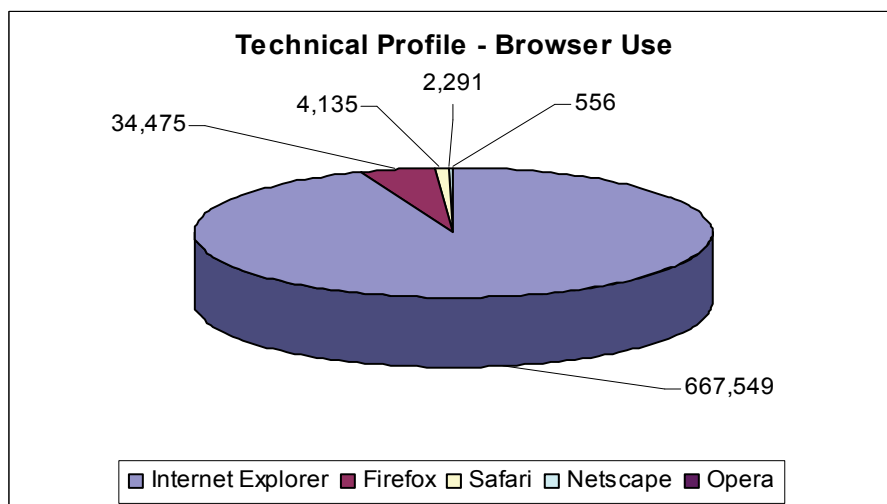
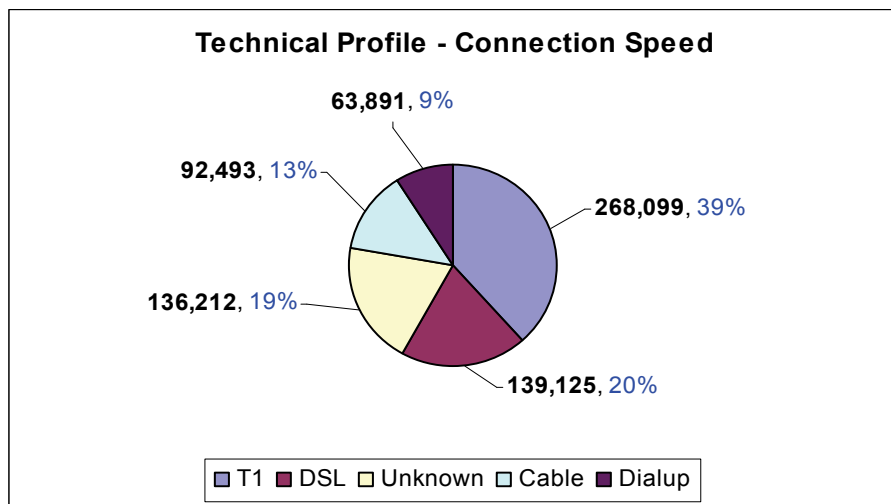
*The College will develop vertical and horizontal communication pathways in an open, supportive and responsive environment.*

Measure: E-Mail Access and Use Report

All Wallace State faculty, staff and students have a Wallace State email address. Currently we do not have a resource to track email usage.

Measure: WSCC Website Hits

From October 9, 2006 through July 16, 2007, the WSCC Website has experienced **119,718 Absolute Unique Visitors**. An analysis was conducted to determine the Technical Profile of the users accessing the WSCC website. This profile included the user's connectivity speed and the user's type of browser.



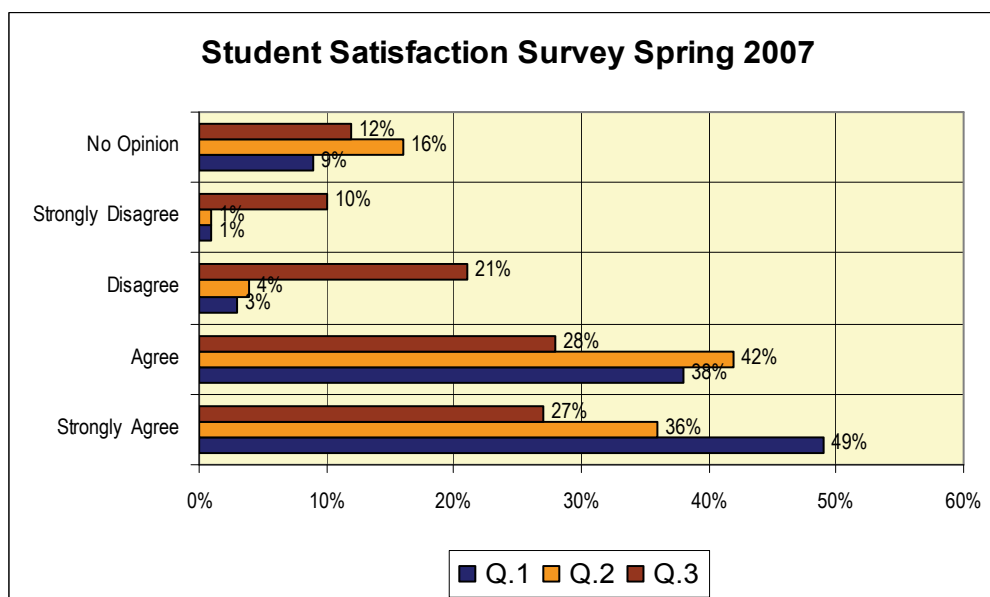
## Strategic Initiatives

### Communication Initiative (continued)

Measure: Student Satisfaction Survey

During the Spring 2007 Semester, the college surveyed 601 students (cross-section of academic, health, and technical programs) and asked for a response to these statements concerning our WSCC communication initiative:

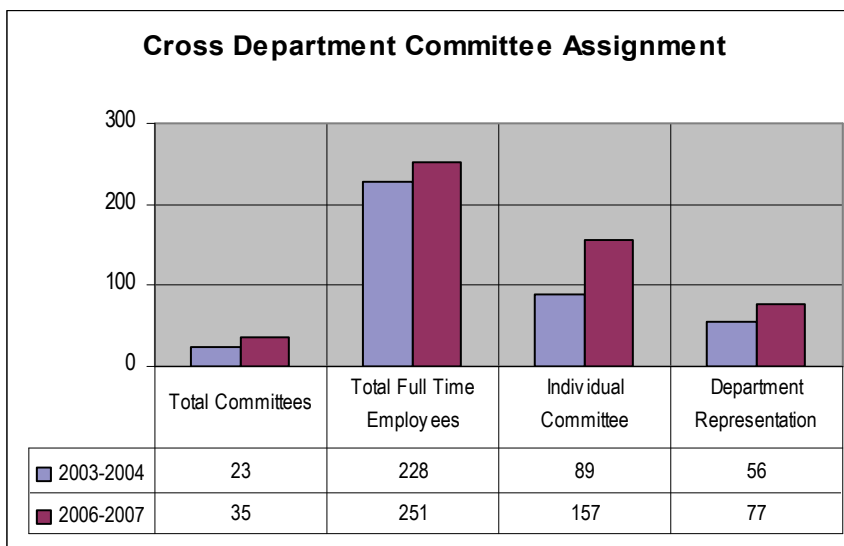
- Q.1** *I am satisfied with the web-based course registration processes.*
- Q.2** *The campus communication boards are helpful.*
- Q.3** *I use my WSCC student email.*



Q.1 87%  
 Q.2 78%  
 Q.3 55%  
**Target: 85%**  
**Status: Goal met for Q.1;**  
**Goal not met for Q.2 and Q.3.**

Measure: Cross Department Committee Assignments

WSCC seeks to improve broad-based participation by appointing at least one faculty/staff from each department to serve on a standing committee or other governance entity. Our total number of committees grew from 23 to 35. In 2003-04, 39% of our total employees were serving on committees. In 2006-07, 63% of our total employees were servicing on committees. This is an increase of 24%.

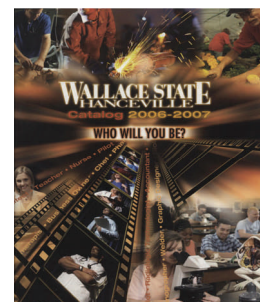


# Strategic Initiatives

## Communication Initiative (continued)

Measure: Communication Portfolio

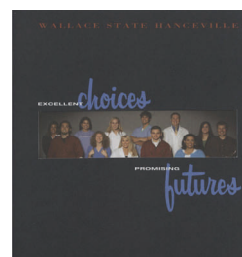
The **WSCC College Catalog**, published every year, provides information about all facets of Wallace State including: general information, programs of study, degree requirements, policies and procedures, student services and activities, and course descriptions.



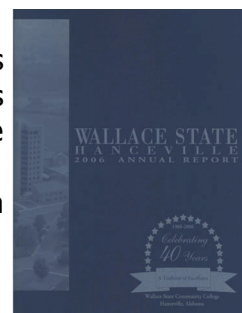
The **Schedule**, published each semester, provides students with necessary information regarding course offerings, the semester calendar, business hours, registration procedures, financial aid, orientation, testing, and student services.



The **WSCC Viewbook**, published annually, provides prospective students with a concise description of the college, its mission, educational opportunities and program offerings, student life and student services, and a tear-off reply card to request more information about programs and services. This piece is distributed at local high schools, career fairs, and recruitment events.



In the **WSCC Annual Report**, the President provides all constituents with a "status report" that outlines the mission, initiatives, successes and milestones during the year. Many examples of "excellence" are outlined as the college continues to "bring the community to the college" and "taking the college to the community." Charts provide a breakdown of revenue, expenditures, and enrollment data. Accreditation information is published as well.



At the college system's annual **ACSPRA** awards program, Wallace State's commercial won Best of Show. We also won first place Pyramid Awards for College Annual Report, Viewbook, Newswriting, and Video Advertisement. Wallace received Awards of Achievement in Newswriting, Brochure Design, and Athletics. We received Awards of Merit for the Class Schedule and the Student Newspaper

Publication	Distribution Totals
WSCC Catalog	15,000
WSCC Schedules	105,000
WSCC Viewbook	15,000
WSCC Annual Report	2,500

## Strategic Initiatives

### **Initiative III**

#### **Culture of Accountability Initiative**

*The College will promote programmatic, personal, and professional accountability that values integrity and diversity.*

Measure: Diversity & Cultural Survey (CCSSE)

In 2004 Wallace State administered the CCSSE survey instrument to a cross section of WSCC students. They were asked to respond to the following two statements related to diversity and culture:

**Q.1** *Had serious conversations with students of a different race or ethnicity other than your own.*

**Q.2** *Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.*

	WSCC		Other Medium Colleges		All other 2005 Colleges	
Q.1 Never	221	27.9%	9480	25.0%	33047	25.1%
Q. 1 Sometimes	286	36.2%	13560	35.8%	45995	35.0%
Q. 1 Often	190	24.0%	8652	22.8%	30339	23.1%
Q. 1 Very Often	95	12.0%	6202	16.4%	22143	16.8%
Q. 2 Never	189	23.8%	8834	23.3%	30892	23.5%
Q.2 Sometimes	319	40.0%	14296	37.7%	49174	37.4%
Q. 2 Often	195	24.5%	8913	23.5%	30810	23.4%
Q. 2 Very Often	93	11.7%	5847	15.4%	20563	15.6%

**Target: Exceed peer groups.**

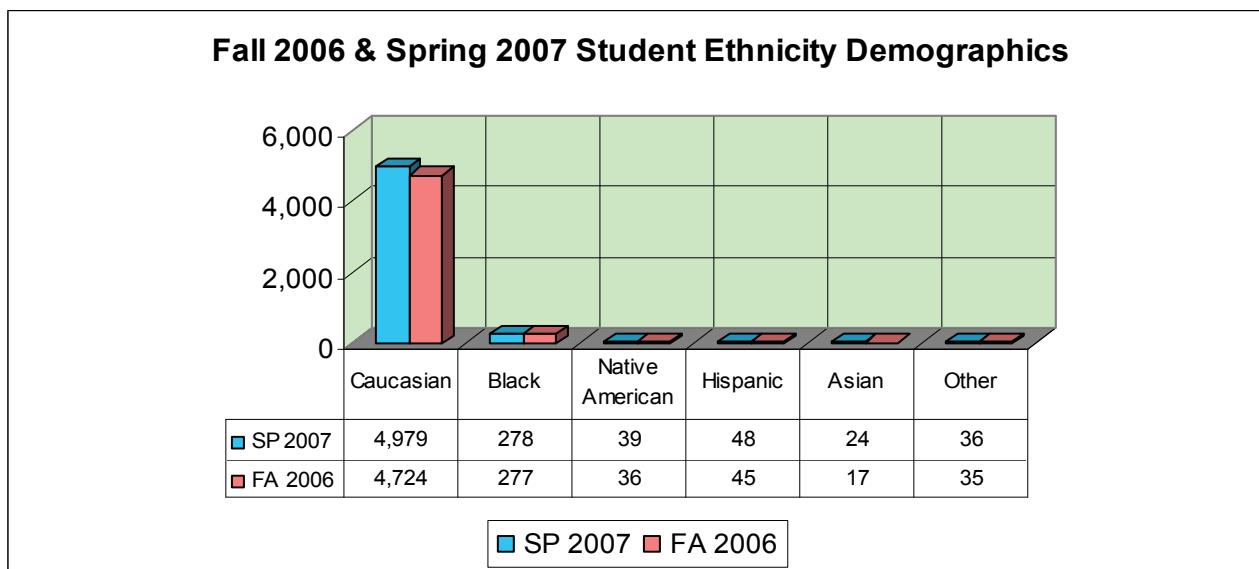
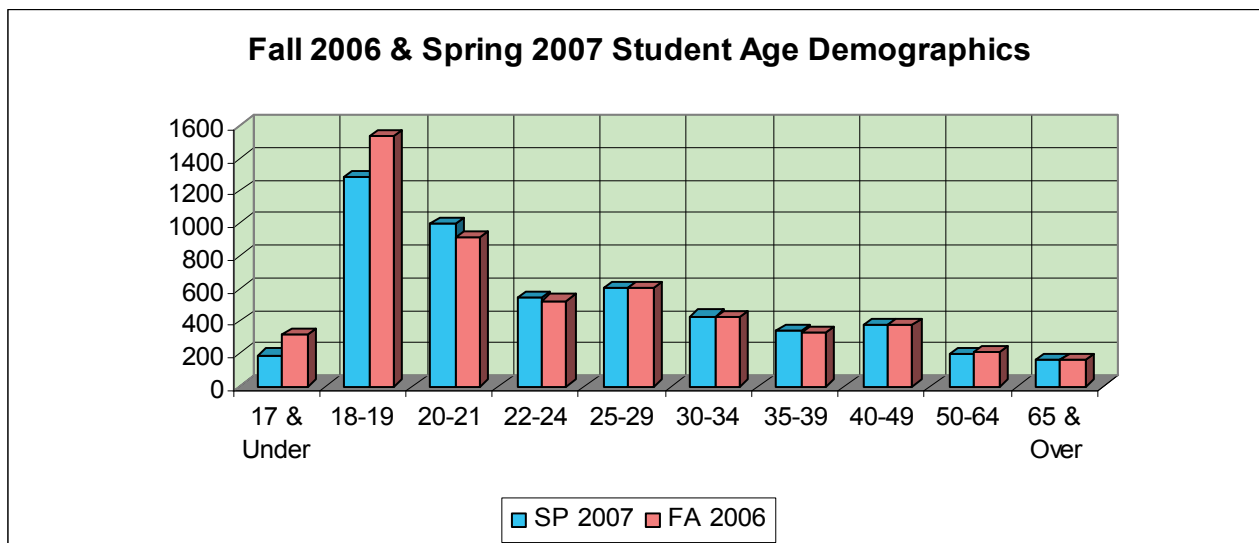
**Status: Goal not met.**

# Strategic Initiatives

## Culture of Accountability Initiative (continued)

### Measure: Enrollment of Diverse Students

Wallace State continues to recruit a diverse student population. Demographic information presented below was collected from the ACCESS mainframe system.



### Measure: Budget Allocation for Planning

Measurable outcomes drive planning and expenditures for all departments at Wallace State Community College. An elected Administrative Council provides leadership and budgetary decision-making in accordance with the college’s strategic initiatives.

# Strategic Initiatives

## Culture of Accountability Initiative (continued)

Measure: Program Employer Surveys

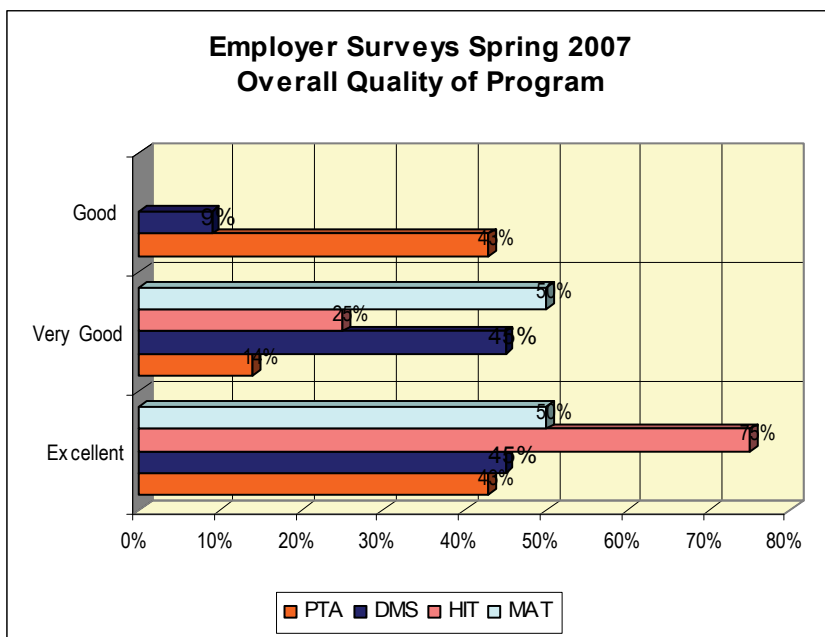
During Spring 2007, four health programs surveyed program employers and solicited their response to the following statement:

*"Please rate and comment on the OVERALL quality of graduates of this program."*

All four health programs received high marks from employers who have hired our recent graduates.

**Target: 90%**

**Status: 100%; Goal met.**



Measure: Accreditation Reports

All college programs with an available accrediting/approval agency will achieve and maintain full accreditation. The college is accredited by the Southern Association of Colleges and Schools (SACS). All allied health programs eligible for accreditation are accredited or are in the process of initiating accreditation. As part of our goal to become a learning college, programs in the workforce development division and the academic division which have an accrediting agency are currently seeking or will be seeking accreditation.



## Strategic Initiatives

### Culture of Accountability Initiative (continued)

Accreditation Information		
Program	Accrediting Body or Agency	Reaffirmation Date
<b>Associate Degree Nursing</b>	National League of Nursing Accrediting Commission	2007
	Alabama Board of Nursing	2005
<b>Business Education</b>	Association of Collegiate Business Schools and Programs	2015
<b>Dental Assisting</b>	American Dental Association	2009
<b>Emergency Medical Services</b>	Commission on Accreditation of Educational Programs for the EMS Profession	2011
<b>Medical Assisting</b>	American Association of Medical Assistants	2013
<b>Clinical Laboratory</b>	National Accrediting Agency for Clinical Laboratory Science	2010
<b>Health Information Technology</b>	Commission on the Accreditation for Health Information and Information Management Education (CAHIM)	2005-2006
<b>Diagnostic Imaging</b>	Joint Review Committee on Education in Radiologic Technology	2008
<b>Respiratory Therapy</b>	Committee on Accreditation for Respiratory Care	2010-2011
<b>Dental Hygiene</b>	American Dental Association	2009
<b>Physical Therapy Assistant</b>	American Physical Therapy Association	2007
<b>Pharmacy Technician</b>	American Society of Health-System Pharmacists	2012
<b>Occupational Therapy Assistant</b>	The American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education	2010-2011
<b>Licensed Practical Nursing</b>	Alabama Board of Nursing	2005
<b>Diagnostic Medical Sonography</b>	Commission on the Accreditation of Allied Health Educational Programs in Collaboration with the Joint Review Committee on Education in Diagnostic Medical Sonography	2008
<b>Flight Technology</b>	Federal Aviation Administration Transportation Security Administration	2005-2006
		2004 (one time only)

## Strategic Initiatives

### **Initiative IV** **Resource Development Initiative**

*The College will increase external funding, enhance current income streams, and demonstrate effective use of resources.*

Measure: Revenue from External Sources

Wallace State Community College has increased external funding through pursuit of federal, state and private funding; industry partnerships; and special projects.

#### **Grant Funding for Wallace State September 2003 - July 2007**

<b>Agency</b>	<b>Grant/Project</b>	<b>Year Received</b>	<b># of Years</b>	<b>Total Award</b>	
<b>Federal Funding</b>					
Appalachian Regional Commission	Center for Automotive Manufacturing Technology	2005	1.5	\$	150,000.00
Appalachian Regional Commission	Rebuild and Renew	2005	1.5	\$	400,000.00
Department of Education	Talent Search	2006	4	\$	1,664,570.00
Department of Education	Student Support Services	2005	4	\$	1,088,056.00
Department of Education	Fast Track Academy (Tech-Prep)	2005	4	\$	838,760.00
Department of Education	Upward Bound	2007	5	\$	1,246,660.00
Department of Labor	North Alabama Center for Manufacturing	2005	3	\$	1,600,606.00
HRSA	Lion Scholarship Program	2007	1	\$	137,000.00
National Science Foundation	CARCAM	2005	3	\$	483,000.00
Smarter Kids Foundation	Smart product discount pricing	2004	1	\$	55,000.00
Wachovia Foundation	Scholarships	2006	1	\$	5,000.00
Spelman and Johnson	WSCC Learning Academy	2006	1	\$	1,000.00
Housing and Urban Development	Federal Appropriation	2005	1	\$	198,400.00
				<b>\$</b>	<b>7,868,052.00</b>
<b>State Funding</b>					
AL Department of Transportation	Beautification	2005	1	\$	120,521.00
ADECA	Tool and Die Project	2004	1	\$	250,000.00
ADECA	Poultry Diagnostic Building - Energy Efficiency	2004	2	\$	117,421.00
Department of Postsecondary Education	Adult Education	ongoing	3	\$	1,142,512.00
Department of Postsecondary Education	T4	2006	1	\$	80,000.00
Department of Postsecondary Education	Focused Industry Training	2005	2	\$	465,000.00
Alabama Forestry Commission	Seedling program	ongoing	2	\$	80,000.00
Alabama Department of Public Health	EMS Program	2004	1	\$	58,075.00
Alabama Department of Education	Migrant Leadership Program	2004	1	\$	28,000.00
				<b>\$</b>	<b>2,341,529.00</b>
<b>Total Funding from 2003-2007</b>				<b>\$</b>	<b>10,209,581.00</b>

## Strategic Initiatives

### Resource Development Initiative continued

Measure: Grants Funded Ratio

2003-2007	Applications	Funded	Percent
Competitive/Discretionary Grants	19	15	79%

Measure: Non-Financial Contributions Report

During the 2006-07 academic year the Technical Division received non-cash contributions from: Nicholson File, Axsys Technologies, HessAire Products, and McCaw Precision Machining Inc. for the MTT/CNC department; Earl's Body Shop for the Auto Body department; and Head Start of Cullman for the Cosmetology department.

The Health Division received these non-cash contributions: VA Medical Center donated used books to HIT program; Cullman NAMI (National Alliance of Mental Illness) and the Alabama Department of Mental Health and Mental Retardation donated various educational literature; donation of full scholarships by the Alabama Department of MH/MR Office of Consumer Relations for HUS students to attend their conference; various guest speakers have donated their services for the Human Services and Psychology classes; and outdated supplies have been donated by area ambulance services to our EMS department.

The ATLAS Center during the 2006-07 academic year had 9 guest speakers donate their services for professional development for Wallace State employees. The ATLAS Center sponsored Native American Heritage week and 34 people volunteered to portray native American dance, demonstrate bead work, basket work, weaving, and much more. In January 2007, the ATLAS Center sponsored Japanese Culture Celebration and 15 people volunteered their time for this event.

Measure: Financial Report

Wallace State will effectively allocate and utilize resources through strategic and operational planning that is outcomes-based and results oriented. 2006-07 data is

Funds	2003/2004	2004/2005	2005/2006
Unrestricted	5,134,120	5,138,373	5,464,115
Auxiliary	2,158,423	1,634,092	1,633,465
Restricted	240,277	15,719	195,730
Unexpended	1,848,783	4,137,923	4,910,031
Renewal & Replacement	1,783,097	525,849	1,203,123
Retirement of Indebtedness	253,006	0	0
<b>Total</b>	<b>11,417,706</b>	<b>11,451,956</b>	<b>13,406,464</b>
Investments	3,000,000	3,000,000	5,762,163

not available because our fiscal year does not end until 8-31-2007.

**Target:**  
**Increase**  
**fiscal stability**  
**Status: Goal met.**

## Strategic Initiatives

### Resource Development Initiative continued

Measure: The Future Foundation, Inc., of Wallace State Community College

The mission of the Future Foundation, Inc., is to support the advancement of Wallace State Community College's vision and mission by providing community members opportunities for charitable giving and service.

The Future Foundation, Inc., has grown from total assets in 2005 of \$1,044,400.78 to total assets of \$1,193,791.27 in 2006.

Financial Summary		
	Balance Sheet as of September 30, 2005	Balance Sheet as of December 31, 2006
Current Assets	\$44,400.78	\$190,742.51
Accounts Receivable	0.00	\$3,048.76
Pledge Receivable	\$1,000,000.00	\$1,000,000.00
<b>Total Assets</b>	<b>\$1,044,400.78</b>	<b>\$1,193,791.27</b>
Retained Earnings	\$6,450.00	\$1,053,553.36
Net Income	\$1,037,950.78	\$140,237.91
<b>Total Equity</b>	<b>\$1,044,400.78</b>	<b>\$1,193,791.27</b>

## Strategic Initiatives

### **Initiative V** **Technology Initiative**

*The College will provide cutting-edge technology using common platforms that transform the learning environment.*

Measure: Budget Allocation for IT

Wallace State's commitment to our Technology Initiative is reflected in our budget for the IT department. The budget allocation for IT increased from \$1,317,313 in 2004-05 to \$1,341,409 in 2005-06, up \$24,096.

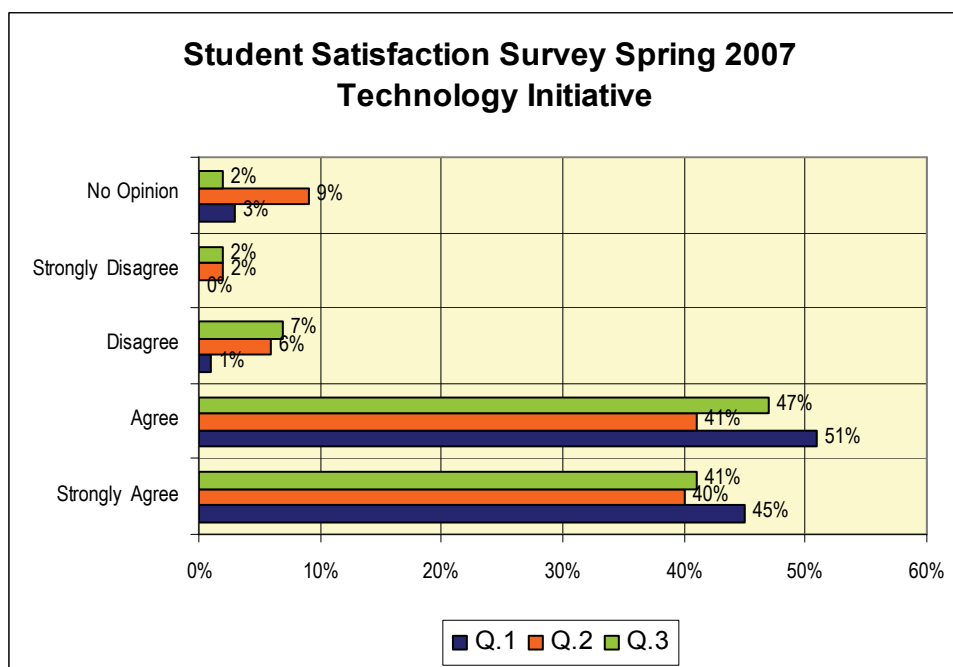
Measure: Usage of Internet and Intranet

Currently we cannot measure how usage of the Internet and Intranet has increased from 2005-2006 to 2006-2007. A budget request was made for a web content filter during budget hearings this year that would allow us to trend Internet usage. The request was not funded for this year; however the request will be submitted again next year.

Measure: Student Satisfaction Survey

During the Spring 2007 Semester, we surveyed 601 students (cross-section of academic, health, and technical programs) and asked for a response to these statements concerning the technology initiative:

- Q.1** Use of instructional technology supports my learning.
- Q.2** WebCT (Blackboard) is user-friendly.
- Q.3** The equipment in classrooms, shops, and labs is adequate to meet my training needs.



**Target: 85%**

**Status:**

Q.1 96%;

Q.2 81%;

Q.3 88%.

**Goal met for Q.1  
and Q.3.**

**Goal not met for  
Q.2**

## Strategic Initiatives

### Technology Initiative continued

Measure: Improvement in Student Pass Rate for English 101 and English 102

With the addition of Smart Technology in our English classrooms we have experienced marked improvement in our students pass rate. The chart below will show that the pass rate for English 101 increased from 62% in the Fall of 2004 to 84.4% in the Fall of 2006.

Year	Course	Pass Rate	Failing	Incomplete	Withdrew
2004	English 101	62%	17%	6%	19%
2006	English 101	84.4%	8%	.3%	7%

Year	Course	Pass Rate	Failing	Incomplete	Withdrew
2004	English 102	78.7%	6.6%	.3%	14%
2006	English 102	75%	9%	2%	13%

**Target: Improve success rates.**

**Status: Goal met.**

Measure: SMART Classroom Technology Investment

Learning opportunities were enhanced through the installation of technology rich learning environments through multimedia and SMART classrooms. We currently have 98 SMART classrooms for an investment of \$784,000.

**Target: 85 SMART classrooms**

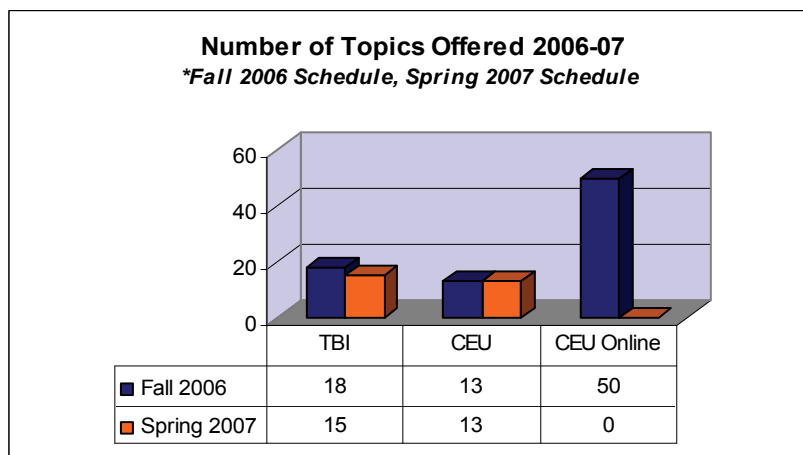
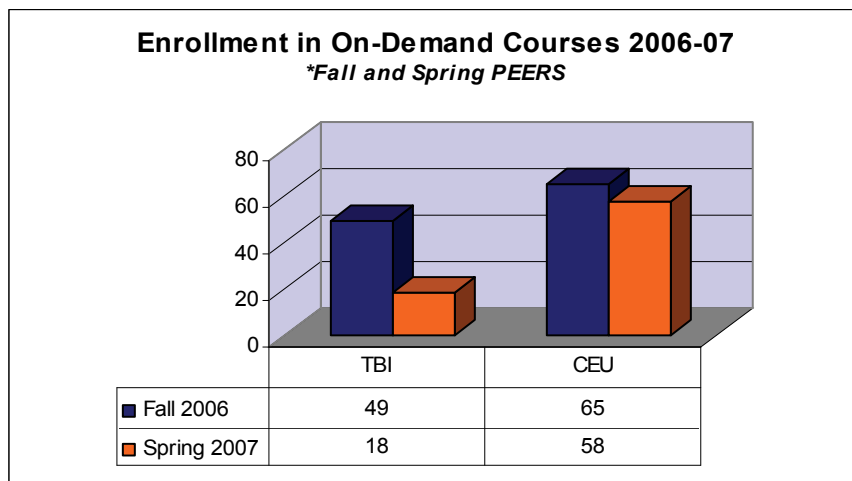
**Status: Goal met.**

Department	SMART classrooms	Department	SMART classrooms
ACS-HVAC	1	Dual Enrollment/Off Campus Ctr	3
ACTION Center	2	Electronics	3
Art	2	English	9
ATLAS Center	3	Health Care Information	2
Automotive Technology	1	Health Division	1
Aviation Technology	3	History	1
Biology	7	Horticulture	1
Business	5	Interior Refinishing	1
Chemistry	1	Machine Tool/CNC	3
Child Development	1	Math	6
Clinical Lab Technology	1	Medical Assisting	1
Commercial Foods	1	Music	3
Computer Science	5	Nursing	5
Cosmetology	2	Occupational Therapy Assistant	1
Criminal Justice	1	Paralegal	1
Dental Assisting	2	Pharmacy Technology	1
Diagnostic Imaging	2	Physical Therapy Assistant	1
Diagnostic Med Sonography	1	Respiratory Therapy	2
Diesel Mechanics	1	Sociology	1
Drafting	2	Speech/Theater	2
Polysomnography	1	Student Support 7th Bevill	2
Wellness Center	2	Welding	1

## Strategic Initiatives

### Technology Initiative continued

Measure: Enrollment in On-Demand Courses



Measure: Industry Satisfaction Level

We have received input from employers in our service area for 2006-07. All were complimentary of the quality of education we are providing. Most were impressed with the new Smart classrooms we currently have at Wallace State. They all were excited about the possibility of 3-D training becoming available at Wallace.

There were occasions last year when we had multiple requests from employers for onsite computer training. We were able to work with employers and arrange for training in our computer lab on campus. However, it would benefit our service area to purchase another portable computer station for onsite training.

Suggestions were received from employers for additional training in these areas: robotic training, welding, industrial maintenance, and machinery. We are in the process of adding classes to meet the demands, but space is our major obstacle.

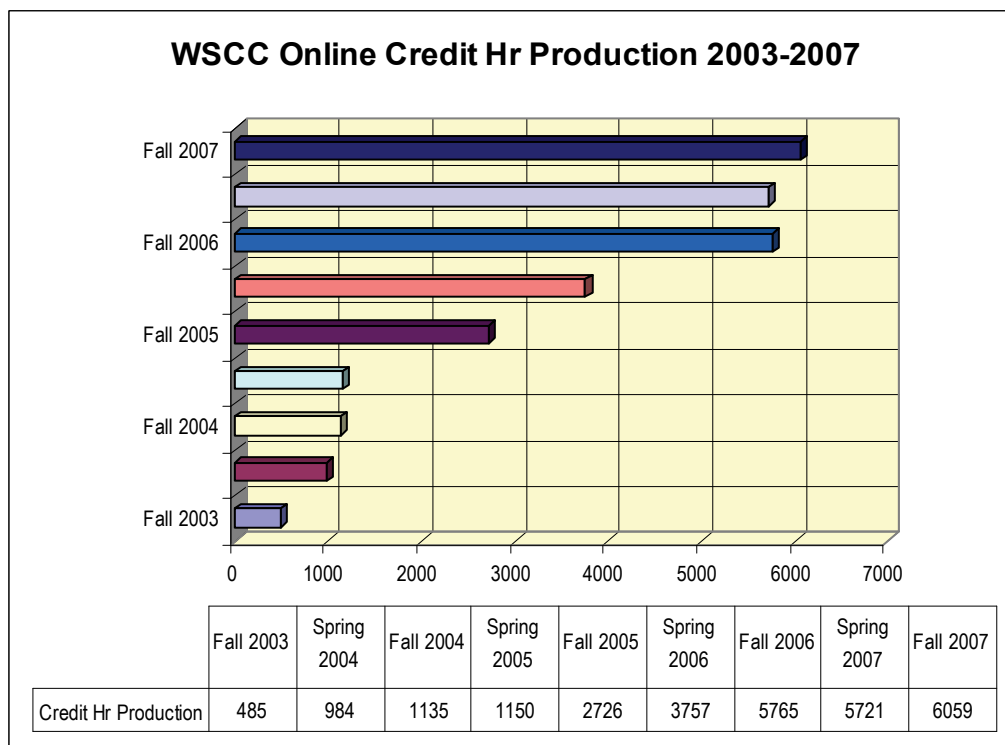
## Strategic Initiatives

### Technology Initiative continued

Measure: Online Course Credit Hour Production

WSCC online credit hour production has grown dramatically from 485 in Fall 2003 to 6,059 in Fall 2007.

**Target: Increase access to on-line learning.**  
**Status: Goal met.**



Measure: Faculty/Staff Development Participation Report

Faculty and staff are required to complete two levels of computer competency. Level I Skills for Faculty and Staff covers Beginning Windows XP, Word XP, Excel XP, PowerPoint, Outlook, and Internet for Beginners.

Level II Skills for Faculty covers Intermediate Word, Intermediate Excel, Excel for Grade sheets, and Intermediate PowerPoint. Level II Skills for Staff covers Using Publisher to Create Flyers and Brochures, Using Outlook Calendar and Scheduling Meetings, Intermediate Word, and Intermediate Excel.

