I. Organization and Administration

A. Enrollment Goals

The college provided a summary of its three-year enrollment goals in the 2005-2006 IMP. What progress was achieved toward these goals last year? What do the CAPP data indicate about enrollment trends? What changes or improvements does the college anticipate implementing to achieve its enrollment goals?

Last year the college established the following three-year enrollment goals:

- Overall enrollment will increase by five percent (5%) each fall from fall 2005 through fall 2008.
- The number of Escambia County High School graduates that attend JDCC will increase by twenty percent (20%) from fall 2005.
- The conversion rate of applicants/enrollees will increase to seventy percent (70%) over the next three years.

The College has made progress toward its enrollment goals during this past year. The conversion rate of applicants/enrollees has increased by nine percent (9%) from fall 2005 to fall 2006. Forty-seven percent (47%) of the students who applied to the college for fall 2006 actually enrolled in classes. It is anticipated that this percentage will continue to increase as the Registrar and Recruiter work together to follow-up with applicants through the use of direct mail and personal contact.

Progress has also been made in achieving the goal of increasing the number of Escambia County High School graduates enrolling at JDCC. The college has established a consistent presence at Escambia County High School. The Recruiter visited ECHS every Friday morning during this past school year. As a result, the college received an increase in Honors Program applicants from ECHS.

Efforts have been made to promote the college within the local service area. With the direct mail program that was implemented, summer/fall 2006 class schedules were mailed to every household in Escambia and Conecuh counties. All area high school counselors were contacted about the college’s decision to increase institutional scholarship awards to be competitive with sister two-year colleges. Finally, to further promote the college, a new line of clothing and merchandise displaying the college’s new logo design is available for purchase by students and employees in the college Bookstores.

Enrollment will continue to remain a major focus for the college. Changes and improvements to services will be targeted toward increasing enrollment. Over the next year, the Recruiter will implement a new recruiting strategy at Jay High School and Northview High School, two schools that have not been strongly targeted by JDCC in the past. The Recruiter will also be accompanied by program instructors on various recruiting visits to high schools. Allowing
instructors to participate in recruiting trips will increase visibility and enrollment in career/technical programs. The college also anticipates providing job training opportunities for the Poarch Band of Creek Indians that will result in an increase in enrollment.

Overall headcount did not increase for fall 2006, and CAPP data indicates declining enrollment trends. This is a direct result of the lowest unemployment rate this area has ever experienced. The marketing and recruiting efforts currently employed should result in an increase in enrollment.
B. Organizational Structure

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

   The organizational chart is included in a separate attachment.

2. The 2005-2006 IMP provided a description of administrative changes planned over the 2005-2008 period, including the consolidation of existing positions, creation of new positions, use of part-time and temporary employees, and any other major reorganization plans. What changes have been implemented and what changes are planned over the next two years?

   No major reorganizations are planned over the next two years. Of course, we will remain alert to opportunities to provide services more effectively and efficiently and will take advantage of retirements and resignations (which are unknown at the present time) to do this.
C. Personnel

Note: The form should be completed for the current fiscal year.

<table>
<thead>
<tr>
<th>Salary Schedule</th>
<th># Staff Additions</th>
<th># Staff Deletions</th>
<th># Staff 9/30</th>
<th>Projected Payroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>FULL-TIME $4,961,704*</td>
</tr>
<tr>
<td>B</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td></td>
<td>29</td>
<td>PART-TIME $577,703*</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
<td></td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Instructors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>125</strong></td>
<td></td>
<td></td>
<td>$5,539,407*</td>
</tr>
</tbody>
</table>

$7,271,168 (with benefits)

*Amounts do not include benefits
D. Accreditation Information

1. Current programmatic and/or specialized accreditations

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Reaffirmation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing (RN)</td>
<td>51.1601</td>
<td>A.A.S.</td>
<td>National League of Nursing</td>
<td>July 2001</td>
</tr>
<tr>
<td>Nursing (RN)</td>
<td>51.1601</td>
<td>A.A.S.</td>
<td>Alabama State Board of Nursing</td>
<td>June 1999</td>
</tr>
</tbody>
</table>

2. Projected or “in progress” accreditation plans

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Program</th>
<th>*CIP Code</th>
<th>Degree Level</th>
<th>Accrediting Agency</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

4. Current institutional accreditation

a. Institution currently accredited by: Southern Association of Colleges and Schools

b. Date of last visit: November 1998

c. Anticipated date for next visit: Fall 2008

d. COC or COE transition affirmation date: December 1999
II. Instructional Programs

A. What did the Spring 2006 CAPP report as the percentage of the college’s degree, certificate, and diploma that achieved viability criteria?
100% of the college’s degree and certificate programs achieved viability.

B. Viability Criteria

1. Non-Viable Program Listing

<table>
<thead>
<tr>
<th>Name of Non-Viable Program as submitted in Perkins report**</th>
<th>*CIP Code</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

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

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

C. Inactive Program Status

<table>
<thead>
<tr>
<th>Name of Program on Inactive Status</th>
<th>Date Placed on Inactive Status</th>
<th>*CIP Code</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Six-digit CIP Code*</th>
<th>Program Title</th>
<th>Specify Award by Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>2006-2007</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>47.0303</td>
<td>Millwright</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>48.0501</td>
<td>Machine Tool</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>52.1803</td>
<td>Retail Management</td>
<td>X</td>
</tr>
<tr>
<td>2008-2009</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>51.1613</td>
<td>Practical Nursing LPN</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>51.0904</td>
<td>Paramedic</td>
<td></td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

**NOTE:** New program applications should be submitted at least one year before projected implementation, while applications for short certificates and options under existing programs should be submitted at least six months before implementation. Please reference Forms DPE-27 and DPE-28 in the Guidelines for Policy 702.01- Approval Process for Requests for New Instructional Programs.
D. Schedule of Program Reviews for 2006-2007 and 2007-2008

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

<table>
<thead>
<tr>
<th>Name of Program to be Reviewed</th>
<th>*CIP Code</th>
<th>Year of Proposed Review</th>
<th>Date of Last Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Assistant</td>
<td>51.1614</td>
<td>2006-2007</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Accounting Technology</td>
<td>52.0302</td>
<td>2006-2007</td>
<td>2001-2002</td>
</tr>
<tr>
<td>Auto Body Repair</td>
<td>47.0603</td>
<td>2007-2008</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Chemical Technology</td>
<td>41.0301</td>
<td>2007-2008</td>
<td>New Program</td>
</tr>
</tbody>
</table>

*Use 2000 edition of CIP codes.

NOTE: Abstracts of the completed program reviews will be submitted in the summary the year **AFTER the review is completed**.
E. Summary of Program Reviews from 2005-2006

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

Abstract of Drafting and Design Technology

The Drafting and Design Technology program is designed to provide the technical training necessary for students considering a career in the fields of construction, fabrication, manufacturing, design, and architecture where engineering documentation is required. State-of-the-art computer-aided drafting and design (CADD) is incorporated throughout the curriculum. The program provides a strong academic and technical base to give the graduate the necessary skills and knowledge for immediate employment and the foundation for professional growth.

Students may earn an AAS degree, a long certificate, or a short certificate in this program. Enrollment in this program has consistently been between 30-43 students. The program is offered full-time with classes both day and night on the Brewton Campus. There is one full-time instructor. The on-going cost for the program is $105,292.

The table below shows student data for the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th># Graduates</th>
<th># Positive Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>43</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>2003</td>
<td>39</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2004</td>
<td>39</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduating student surveys indicate satisfaction in the following areas of the survey: preparation to enter the workforce, facilities and equipment acceptable to prepare for workforce, appropriate technology skills needed, and quality of instruction received. Surveys indicate 100% agree that the program helped achieve educational goals. Employer surveys indicate that employers are 100% satisfied with the students trained.

The curriculum committee completed a thorough program review during Spring Semester 2006. The committee found the program to be acceptable. The committee made the following recommendations:

- Reacquire certification from ADDA
- Update program information on College’s website
Abstract of Small Engine Repair

The Small Engine Repair program covers the repair of small gasoline engines. This program provides the individual student with the technical knowledge and skills which will enable him to compete in the small engine field.

Students may earn a short certificate in this program. Enrollment has remained steady through the past five years. The enrollment is generally 20 students per semester, which because of tool availability and work area limitations is a realistic number. In addition, student numbers are controlled by the Alabama Department of Corrections and are affected by the prison inmate transfer process within the system. This program is offered full-time with classes on the Fountain Correctional Site. There is one full-time instructor. The on-going cost for the program is $78,958.

The table below shows student data for the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th># Graduates</th>
<th># Positive Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>40</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>39</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>39</td>
<td>14</td>
<td>0</td>
</tr>
</tbody>
</table>

Graduating student surveys indicate satisfaction in the following areas of the survey: preparation to enter the workforce, facilities and equipment acceptable to prepare for workforce, appropriate technology skills needed, and quality of instruction received. Surveys indicate 100% agree that the program helped achieve educational goals.

The curriculum committee completed a thorough program review during Spring Semester 2006. The committee found the program to be acceptable in all areas. The SER program received no recommendations.
Abstract of EMS/EMT-Basic

Jefferson Davis Community College offers courses related to the Emergency Medical Services. These courses comprise the Basic Curriculum required by the National Standard Training Curriculum, the Department of Transportation, and the State of Alabama Department of Emergency Medical Services.

Students may earn a short certificate in this program. The Director of Nursing and Allied Health serves as the Emergency Medical Services EMT Basic program director. The average pass rate for the NREMT/Basic examination is 78%. The program is taught by the nursing program director and one adjunct instructor. This program is offered part-time on the Brewton and/or Atmore campuses. The ongoing cost for this program is $3,157.00. As the chart below indicates, enrollment has fluctuated over the past three years.

The table below shows student data for the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th># Graduates</th>
<th># Positive Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>16</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>21</td>
<td>16</td>
<td>0</td>
</tr>
</tbody>
</table>

No graduate surveys are available for this program.

The curriculum committee completed a thorough program review during Spring Semester 2006. The committee found the program to be acceptable in all areas. The EMS program received no recommendations.

Abstract of Cabinetmaking

The program prepares the student for employment in the cabinetmaking industry. The curriculum covers classroom and shop experiences involving layout, fabrication, assembly, installation, and repair of kitchen cabinets, furniture, and store fixtures and office equipment.

Students may earn a long certificate in this program. The program is offered at the Fountain correctional site. Because of the unique needs of the correctional student and the campus site, student enrollment is limited to 20 students per semester. Student numbers are controlled by the Alabama Department of Corrections and are affected by the prison inmate transfer process within the system. The program is offered full-time with classes at Fountain Correctional Facility. There is one full-time instructor. The ongoing cost for this program is $96,879.00.
The table below shows student data for the last three years:

<table>
<thead>
<tr>
<th>Year</th>
<th># Students</th>
<th># Graduates</th>
<th># Positive Leavers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>34</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>40</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>2005</td>
<td>39</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Graduating student surveys indicate satisfaction in the following areas of the survey: preparation to enter the workforce, facilities and equipment acceptable to prepare for workforce, appropriate technology skills needed, and quality of instruction received. Surveys indicate 100% agree that the program helped achieve educational goals.

The curriculum committee completed a thorough program review during Spring Semester 2006. The committee found the program to be acceptable. The program will continue with the committee making the following recommendations (some based on funding):

- Update instructor printer
- Enclose paint room and install exhaust system
- Purchase a heater for the paint room
- Purchase cabinetmaking software if available
- Develop the program’s webpage
- Develop strategies to increase students’ reading and writing skills
- Suggestion - expand the size of the lab

Liberal Arts and General Studies Review

The subcommittee recommended and the committee accepted that the documentation be reviewed and strengthened for review Fall Semester 2006. The Curriculum Committee will conduct a thorough review during Spring 2007.
III. Developmental Studies

A. What did the Spring 2006 CAPP data indicate about the percentage of students earning a passing grade in developmental English, mathematics, and reading?

The Spring 2006 CAPP data indicated the percentage of developmental students earning a passing grade were English (90.32%); Mathematics (71.54%); and Reading (88.89%).

B. What did the CAPP data indicate about the performance of developmental students who subsequently enroll in college credit courses in English and mathematics?

The percentage of students who met developmental course requirements in English or mathematics in the previous three semesters and earned a grade of “C” or better was 52.94% in English 101 and 64.29% in Math 100 or 116.

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

Jefferson Davis Community College plans to implement the following strategies to promote improvement in the effective delivery of the developmental education program to increase retention:

- Establish an initiative to connect developmental education and college-level courses so that faculty teaching developmental level courses can understand the skills students need to progress to the next level.
  1. Align exit level skills of developmental courses (in math, reading, and English) with entry level skills for lower division transfer English and math courses.
  2. Analyze English and math sequences to determine where student success can be increased.
- Facilitate learning opportunities beyond the classroom through tutorials; additional remediation through adult education; participation in student support services workshops; literacy programs; and software tutorials.
- Create a developmental education webpage with links to My Math Lab, My Writing Lab, My Reading Lab, pre-COMPASS problems, and online tutoring. Students will receive information on academic advising and departmental updates.
IV. Learning Resources and Technology

A. What did the Spring 2006 CAPP data indicate about the percentage of the college’s semester credit hours that were produced through electronic information technology course delivery? 6.27% of the college’s semester credit hours are produced through electronic information technology course delivery. (2.91% via Internet; 3.36% via teleconference)

B. Distance Learning

1. The college reported changes or improvements planned in distance learning in its 2005-2006 IMP. What progress has been achieved in implementing the plans and what changes or improvements does the college anticipate implementing in the next two years?

The college has developed and implemented an online student evaluation of instructor survey to assist faculty and division chairs in monitoring the effectiveness of the distance learning experience. Survey data is distributed to faculty at the end of each semester and used for course improvements.

Due to the increase in online courses, the College submitted a Prospectus for Substantive Change to the Southern Association of Colleges and Schools and received approval to offer the AA and AS degrees online. New online classes added during the past year include BIO 120, 201, 202; BUS 271; ECO 231, 232; and, ENG 251, 252. Classes projected for the current year include PSY 200, 210; BUS 272.

Instructors who were new to online instruction were given tips by other faculty members in planning effective course design, incorporating instructional standards into courses, and incorporating technology into instruction.

The college will continue to pursue funding to purchase software to provide streaming audio/video for distance learning instruction and for instructor posting on the college website.

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

The College has developed the means to electronically administer surveys to evaluate the effectiveness of the distance learning experience. The survey varies slightly from the on-campus survey since the instructional delivery method is different. Students complete the instructor evaluation survey each semester. The results of the survey are used to improve instruction.

An additional method of evaluating activity in courses and student success is being developed by the Online Class Committee. The Graduation Survey is also being modified to include the following statement: I received the same quality of education in an online class as I received in the traditional classroom setting. Both of these additions will be useful in evaluating distance education courses.
Instructors who teach online courses are full-time JDCC instructors. The online classes offer an alternative delivery method for the same classes that are taught on campus with syllabi modified for the difference in delivery. The faculty members use the college’s Early Warning System and Notification of Unofficial Withdrawal to help with student retention.

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

During the 05-06 year, online instructors sponsored a workshop for college instructors who were interested in pursuing teaching an online course. The Online Class Committee was formed and met monthly to share ideas and make recommendations for improvements to online courses. One faculty member attended the Summer Technology Conference and shared information obtained with other online instructors. Also, the library made available the following journals which address distance education: *Change: The Magazine of Higher Learning, The Chronicle of Higher Education, The Clearing House, Community College Journal, Education Digest, Library Journal,* and *T.H.E. Journal (Technical Horizons in Education).*

Over the next two years, faculty who teach via distance education will attend at least one professional development activity per academic year related to distance education.
C. Management Information

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

2005-2006
JDCC’s primary firewall was upgraded from a Cisco PIX firewall to the new model Cisco ASA firewall and the Voice over IP phone transition continued with the rollout of 5 additional VoIP phones. Two additional wireless access points were installed in the Brewton Leigh Library and the Atmore Administration building to serve faculty/staff and allow for student guest access to the network. One additional server was purchased to allow for disaster recovery testing and to serve as a spare in case of hardware failure. The final item was the establishment of the first “Smart Classroom” in the Leigh Library media classroom. Over 100 PCs were rotated and two additional computer laboratories were added to the overall rotation plan.

2006-2007
The Voice over IP transition will continue with the purchase of additional VoIP licenses and phones at a cost of approximately $6,000. Wireless access points purchased during 2005-2006 will be installed for Hines Hall and the Neal Colonial Center on the Brewton campus. The Patterson Auditorium will have a new multimedia system installed at a cost of approximately $30,000. Security cameras will be installed at the JDCC state housing complex, and a DSL connection was established to connect those cameras to the primary recording device on the Brewton campus. Additional Smart Classrooms (3-5, depending on funding) will be established on the Brewton and Atmore campuses. Depending on funding, 15-20 computers will be rotated (as scheduled).

2007-2008
Academic year 2007-2008 has 140 computer upgrades scheduled. The transition to a complete Voice over IP telephone system will continue, at an approximate cost of $6000. Additional projects will be added as funding permits.
V. Student Services

1. What did the Spring 2006 CAPP data indicate as strengths and weaknesses among the various student services at your college?
   
   The college is pleased that the 2006 CAPP data indicates all areas of student services are providing satisfactory services to students. Each area, with the exception of registration, received a 95% or higher satisfaction rate. While registration received an 82.8% satisfaction rate, the college expects this rate to increase now that online registration has been on-going for over a year.

2. What major changes or improvements in student services does the college anticipate implementing in the next two years?

   Over the next two years, the college will develop an advising center on the Brewton campus that will offer advising/counseling services, financial aid, admissions and records services in one centralized location.
VI. Financial and Physical Resources

1. What did the Spring 2006 CAPP data indicate about student satisfaction with classrooms, laboratories, and equipment and with the safety, appearance, and maintenance of the campus?

The Spring 2006 CAPP data indicates that student satisfaction with classrooms, laboratories, and equipment was 86%, 87%, and 92%, respectively by those students responding. These high satisfactory responses are reflective of the efforts that have been made over the last several years by the maintenance staff to upgrade the appearance of facilities. Considering that the majority of the buildings were constructed in the 1960’s and 1970’s and have never had any major renovations, these responses indicate the overall good condition of facilities.

The Spring 2006 CAPP data indicates that student satisfaction with the college safety, appearance, and maintenance was 94%, 94%, and 91.6%, respectively by those students responding. These high satisfaction responses are reflective of the emphasis placed on these areas by maintenance and staff employees.

2. What major changes or improvements were made in classrooms, laboratories, and/or instructional equipment in 2005-2006 and what major changes or improvements are planned over the next two years?

**2005-2006 Improvements**

A new Multimedia Resource Center has been installed in the library. This state-of-the-art classroom is equipped with a ceiling-mounted multimedia projector, VCR, CD/DVD-player, PC, and surround-sound speakers. The MRC, although only recently completed, has been heavily used and is a great resource for the College.

CPR training models were replaced, along with updated video materials to incorporate new training standards. Also purchased were knee pads to protect knees from hard flooring, especially adults and seniors. Numerous aids for the P.E. classes, i.e. jump ropes, stopwatches, and medicine balls, were also purchased.

There has been an additional training requirement (Combi-Tube) for EMS/EMT-Basic, so the requisite training model was purchased accompanied by the necessary lab supplies for students. Due to increased use by students and associated noise, privacy headphones were purchased for both Atmore and Brewton Nursing computer labs.

The aging chalkboard in the Nursing classroom, Atmore campus, was replaced by a large whiteboard. With the assistance of Perkins’ monies (approximately $13,000), a digital camera, video-camcorder, ELMO digital document camera, two 32” TV monitors, DVD/VCR comb-players, tablet/laptop, projector, and jump-drives for faculty use were purchased. For the Nursing Skills’ Labs, Atmore and Brewton, approximately $20,000 of Perkins’ monies was utilized to purchase a medication administration system, medication cart, two Kangaroo
feeding pumps, privacy screens, two Hoyer lifts, and a variety of simulation models.

A new welding facility was constructed adjacent to the existing welding building at the Fountain Correctional Facility. The 1,300 square feet facility contains seventeen (17) welding stations for short-term intensive career technical training to inmate students identified as End of Sentence.

The upholstery lab at the Holman Correctional Site and all buildings at the Fountain Correctional Site were painted. Also, new tiles were installed in the barbering classroom and lab, and new tool rooms were completed in the cabinetmaking and small engine repair labs. Technology funds allowed the college to purchase new computers and software for the Drafting and Design Technology program.

The Office Administration Lab on the Atmore campus was updated with new Dell computers and a new printer during the year. Equipment for wireless Internet in the Brewton and Atmore OAD labs was also purchased. In the computer science lab, Synchronized Eyes software, SAM CD training software, and an EV Player for online testing were purchased.

**Future Plans**

The library plans to add a Telecommunications Device for the Deaf in each campus library as a way of answering reference questions for individuals with deafness or other hearing impairments. The addition of a TDD will also bring the library into greater compliance with the requirements of the Americans with Disabilities Act.

Additional instructional equipment will be purchased to allow for greater utilization of the library’s new multimedia resources. For example, many older televisions will have to be upgraded to accommodate playing DVDs.

Federal Vocational Funds will be used to purchase printing calculators, machine transcription units, multimedia projector systems, and equipment for a computer lab for A+ certification training.

A portion of the Auto Mechanics Building on the Atmore Campus is scheduled to be renovated in FY 2006-2007 to incorporate a new nursing lab for the Atmore Campus.

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

During the past year, new roofs were placed on the Student Centers on the Brewton and Atmore Campuses and Pate Hall on the Brewton Campus. In the last four years, roof replacements have been made on the Wallace Administration Building, the Hines Building, and the Fine Arts Building. The Brewton Campus Student Center and Pate Hall also received window repairs and new ceiling tiles to improve their exterior and interior appearance.
Additional parking lots are planned for 2006-2007. Long walks from one building to another will be a thing of the past when two new parking lots are finished. The additional parking spaces will be located adjacent to the ATN Building and Hines Building on the Brewton Campus. A bid has been awarded and construction began October 2006. The construction will include new parking lights for better night visibility and safety.

A new gymnasium roof is planned for FY 2006-2007. The flat built-up portions of the gymnasium roof will be replaced and new ventilation roof fans installed in the women’s and men’s locker rooms.
VII. Workforce Development and Adult Education

1. What did the Spring 2006 CAPP data indicate about workforce development services and employer satisfaction?

The number of clients served increased by 76%. Employer satisfaction increased by 7.35%. For 2006-2007, the college has established goals of increasing the number of clients served as well as an increase to 98% in customer satisfaction.

2. The college’s 2005-2006 IMP identified critical economic development needs in the service area. How is the college responding to the critical economic development needs and what changes or improvement does the college anticipate implementing in the next two years?

The college is actively involved in two big projects that have been proposed for the I-65 Atmore Exit—the expansion of the Creek Indian Enterprises and Creek Gaming Operations and the River Cane Project. Both projects will ultimately result in the availability of more and higher paying jobs for this area. The College has been in communication with the planners and is working to ensure that we are in a position to provide skills training and education for those persons pursuing the jobs. During one such meeting, it was revealed that there would be a need for people who have basic accounting skills. JDCC is in the process of expanding the current Accounting and Computer Technology Certificate Program that is currently taught in the Prison System to the “free world.”

In addition, we have endeavored to inform the planners of classes that we already have available that could help them in their planning such as customer service, employability skills, computer skills, and the WorkKeys tests. We are trying to encourage employers to invest not only in pre-employment skills training, but to offer skills training to current employees for advancement.

The College offered to the general public through our Continuing Education Program courses such as Microsoft Excel and Word, and Webpage development. The college also provided Excel training, TIG welding, and other classes for specific businesses. We provided Continuing Education classes for several professional groups that allowed them to keep their licenses updated.

3. What did the Spring 2006 CAPP data indicate about adult education?

The College had 217 adult education students of which 23 obtained a High School Diploma or GED which is about 11%. One entered employment and one obtained employment.

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

Job training skills have been integrated into the Adult Education Program. KeyTrain, which is an on-line WorkKeys study program, was purchased for use in adult education classrooms. All students are receiving instruction in workplace skills such as resume preparation, how to dress for an interview, interview techniques, etc. Students are also
preparing for the new Career Readiness Credential offered by the State.

The FORCE (Focus on Obtaining and Continuing Employment) class was offered free of charge in the college service area; however, no one chose to participate.

Changes anticipated in the next two years include an increase in the overall number of students served. The biggest change should come in the number of students receiving a GED or High School Diploma. Of those obtaining a GED, the College anticipates 15% or more will obtain a Career Readiness Credential and have a portfolio prepared when they leave the program.
VIII. Exemplary Programs, Services, and Projects

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

During the 2005-06 academic year, the College developed the Faculty Online and Teaching Resources Web Page. The web page empowers faculty for successful teaching experiences and documentation reporting. It also provides resources and tools to promote effective classroom instruction that enhances and enriches student learning.

The web page assists instructors with teaching and reporting tasks. The web page provides step-by-step directions for many of the reporting tasks needed throughout the semester. The information is divided into four components: before the semester starts (design faculty web page, set up electronic grade book, prepare syllabi, and print class rolls), during the semester (use of the electronic grade book, prepare mid-term student reports, submit the Early Warning notification, attendance verification, and Notification of Unofficial Withdrawal), the end of the semester (submit your final grades).

The Teaching and Testing Tips section of the web page is for teaching and classroom instruction and enhancement as well as new testing techniques. Various faculty members have shared their successful methods, such as active class learning, innovative classroom enhancement ideas, and assessment methods unique to the educational discipline.

A faculty advisory committee provides technical and practical advice to assist in meeting the goals and objectives of the webpage and in evaluating its overall effectiveness. A full-time college instructor is responsible for updating the web page when necessary.

During the 2006-07 academic year, the College will develop the Quality Enhancement Plan for the 2008 SACS Reaffirmation Visit.
IX. Institutional Effectiveness

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

Institutional effectiveness is a college-wide commitment to excellence and accountability that involves a system of planning and evaluation. The system, based on the college mission statement, goals with objectives, effectiveness standards, and performance measures identified by each planning unit and educational program, drives the evaluation activities that identify strengths and weaknesses, and subsequently provides documentation of institutional effectiveness. The primary goal is the improvement of college programs, services, and operations.

The college’s Institutional Effectiveness Plan is a seven-step process: (1) review of the Mission Statement and institutional goals; (2) identification of planning assumptions; (3) development of administrative, instructional, and educational support services planning unit objectives; (4) development of program student learning outcomes and commencement of five-year program reviews; (5) budget preparation; (6) implementation; and (7) evaluation and use of results. These are documented in sections that further divide the seven steps for analysis. These sections are as follows.

- **Overview** presents the planning processes of the college.
- **Planning Assumptions** states the basis for developing annual plans.
- **Performance Indicators** summarizes the college’s efforts in achieving its mission and institutional goals.
- **Planning and Evaluation** provides documentation of the college’s progress in developing and achieving administrative, instructional, and educational support objectives that relate to institutional goals. Also included are subsequent goals and objectives for the next year.
- **Program Student Learning Outcomes**, including General Education Outcomes, is the evaluation of students’ progress in achieving goals developed by academic and technical programs and subsequent goals for the next year.
- **Program Reviews** includes the evaluation cycle for each instructional program and evaluations conducted during the year.

During the past year, a number of improvements were made. Examples of some of those changes are listed below.

- With the retirement of the Director of Upward Bound, a review of the TRIO Programs was conducted. It was determined the consolidation of the Director of Student Support Services and the Director of Upward Bound into one full-time position would be more efficient and cost effective for both programs.
- In an effort to increase retention, the Student Affairs Department initiated a mandatory New Student Orientation Program (NSOP).
- Due to a significant increase in enrollment in online course enrollments, a Prospectus for Substantive Change was submitted and approved by the Southern Association of Colleges...
and Schools to offer the AA and AS degrees online.

- Results of the college’s Institutional Effectiveness Survey indicated a need for a new parking lot and improved campus lighting. Both projects are in the process of being completed.
- As a result of an evaluation of the Institutional Effectiveness Plan by the Outcomes Taskforce, the template used for reporting evaluations and subsequent year goals was revised.
- Revisions were made to the rubrics for evaluating student success in technical and general education programs.
**X. Support**

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

We appreciate the support that JDCC receives from The Department of Postsecondary Education. Thank you!

We do hope that the Department continues the College Accountability Performance Profile (CAAP). This process provides us with data that we can use to target improvements.

We would like to see a statewide marketing plan for community colleges; perhaps some billboards and TV spots (with the names of the colleges in the region).

We are concerned about the lack of increase in operational funding. College budgets look larger because of salary, benefits, and tuition increases; however, funding from the State for operations has not increased and may have decreased over the last seven years. Our operational costs (utilities, supplies, infrastructure maintenance, etc.) have increased substantially. In addition we have assumed responsibility for financial operation of the ATN Building.