Chilton-Clanton Campus

Program Review

Reporting Period: 2018-2019 through 2020-2021

Part 1: Review of Past 3 Years

1. **Service Unit Outcomes**
   A. **Summarize assessment results. Highlight successes and areas requiring improvement. Discuss what actions were taken based on the assessment results and any improvements that can be observed.**

The Chilton-Clanton Campus of Jefferson State Community College is an instructional campus created to specifically serve the educational needs of students in Chilton County and the surrounding areas. It is a place where students will be able to register for classes, pay tuition, see an advisor, and successfully meet their educational goals. The Chilton-Clanton Campus actively seeks to increase student enrollment, retention, and overall satisfaction.

- The Chilton-Clanton Campus continues to be ACHE and SACS-COC accredited as full campus status. This accreditation maintains the College's strive for excellence in education.

- Enrollment at the campus had been on an upward gain. However, with the switch to all virtual classes in summer of 2019-2020 into the fall of 2020-2021 due to COVID-19, numbers for specific campus enrollment have been much lower than in years past because the only on-campus classes that have been offered have been the nursing classes and a few of the developmental classes.

- In an effort to provide a safe and comfortable learning environment, a police officer is present during all hours of operation at the Campus. Video surveillance monitors have also been installed in the admissions and security offices along with all classrooms, common areas inside the building, and one computer lab. Jeff State data reports show that there are a low number of reported incidents at the campus.

- At least one full-time advisor is available to students during normal office business hours throughout the academic year. During registration peak times, advising hours are extended to give students greater access to advising staff. Instructional staff members provide additional support to the main advisor. Over the past year, since COVID-19, advisors have been continually accessible through email and through a new advising portal created by the LibApp software available through the JSCC library. Advisors have consistently been able to meet the needs of student advising through interaction on Zoom, through Chat, over email, and in-person for those students who have still wanted in-person advising.

- The Clanton Campus offers courses in humanities and fine arts, English, natural sciences and mathematics, social and behavioral sciences, history and nursing. The nursing program continues to thrive and admittance numbers continue to remain

consistent from Fall 2018-Fall 2020. Clanton's seventh, eighth, and ninth classes of nurses graduated 29, 27, and 31 students respectively in the springs of 2019, 2020, and 2021.

B. **If applicable, identify the data regularly collected and or reported as part of program compliance.**
*In Fall 2020, the only on-campus classes were the nursing classes and a few small developmental classes due to COVID-19 restrictions.

	Fall 2018	Fall 2019	Fall 2020
Enrollment	621	711	78*

2. **Analysis (as it relates to progress in achieving unit goals)**
   A. **External Conditions that have impacted the unit. Describe the ones that have most significantly affected the unit and what actions the unit took to respond to those conditions.**

   The Chilton-Clanton Campus was constructed as a result of the approved expansion of Jefferson State Community College's service area by the State Department of Education in 2007. The City of Clanton donated a little more than 60 acres for the purpose of developing an educational facility in Chilton County. This facility opened in 2008 with an enrollment of approximately 100 students. Enrollment has consistently increased at the Campus with 711 students attending classes in fall 2019. COVID-19 restrictions have changed on-campus enrollment as noted by the numbers above.

   Location is one of the key ingredients in the Campus' success. Clanton is situated halfway between Montgomery and Birmingham without a college within 40 miles. The residents of Clanton and surrounding communities in Chilton County have embraced the Campus, which continues to promote Jeff State's commitment to provide accessible educational and workforce development programs. Also located at the Center is the Clanton Conference and Performing Arts Center. The City of Clanton and Jefferson State Community College have worked closely to develop this state-of-the-art multi-purpose facility for trade shows, special events and conferences.

   As noted in previous reports, in 2015, Central Alabama Community College opened a satellite campus in Stanhope Elmore High School. The CACC facility was moved to Prattville in the Pratt's Mill Center in 2018, but this move has still not had a large impact in the recruitment and attendance of students at the Chilton-Clanton Campus.

   Over the past few years 2019-2021, the Chilton-Clanton Campus has been involved in discussions with the Chilton County Industrial Board as Chilton County begins its development plans for the Alabama Farm Center (ALFA Center). The future farm center will be located on Exit 212 just miles from the Campus. The Farm Center looks to be a hub of farming and agricultural education and training opportunities. The Campus will continue to

work with the Chilton County Industrial Board to find opportunities to serve in educational partnerships.

In collaboration with Chilton County's Industrial Development and Workforce Partners, the Chilton-Clanton Campus has responded to needs for Heavy Equipment Operators. Grant funding from the Craft Training Board of Alabama and partnerships with Dunn Construction helped get this program up and running in spring of 2021.

One of the largest external conditions that has affected this unit has been the COVID-19 pandemic that began in spring 2020. At first, the pandemic limited all people from campus access. The Chilton-Clanton Campus followed the College policies set forth to remain online for the remainder of the spring 2020 semester. Staff returned to work in April 2020 following CDC and College instituted policies. Summer and fall 2020 semesters saw all online classes continue. Faculty at the Campus maintained direct working relationships with Campus administration and staff through Zoom and Microsoft Teams meetings and emails. Staff began working with the Jeff State Library LibCal software for student advising interactions. Upon the return of a limited number of developmental classes and nursing classes on-campus in fall 2020, the Chilton-Clanton Campus received body temperature stations that would allow students' temperatures to be detected as they arrived on campus and Campus administration worked with upper administration to use Full Measure software to ensure students coming on-campus were answering screening questionnaires before they were allowed in class. Faculty in classrooms were supplied with cleaning supplies to use before and after classes to clean desks, and hand-sanitizer bottles have been strategically placed around the campus and in inhabited classrooms. Faculty, staff, and students that have been back on-campus since policies have allowed more access have adhered to College and CDC guidelines regarding social distancing and mask-wearing. As new policies and procedures are put into place regarding the move to more on-campus interactions, the Campus will continue to follow protocol.

B. **Internal Conditions that have impacted the unit. Describe the ones that have most significantly affected the unit and what actions the unit took to respond to those conditions.**

The campus continues under the leadership of a campus Associate Dean, a position that was filled in spring 2016. The Associate Dean had previously served as the Campus Division Chair and Faculty Chair, so there was a seamless transition in leadership.

Since the first nursing class was accepted at the Campus with 25 students admitted in January 2012, the nursing program has flourished and graduated its ninth class of students in May of 2021. The program has enrolled students for the fall 2018, fall 2019, and fall 2020 registration openings, often a class capacity, and the graduates from these cohorts include 29, 27, and 31 students, respectively in springs of 2019, 2020 and 2021. This illustrates the continued need and viability of the main program housed at the Campus. As demand increases, the Campus will continue to evaluate this program's needs for expansion.

The Chilton-Clanton Campus added a split Math instructor with Pell City in fall of 2019 in response to the higher demand for more math classes.

C. **Collaboration (internally and externally) – Describe the key collaborative relationships in which your unit is involved. Explain how these partnerships strengthen the unit's capacity to advance student success and/or enhance the quality of services and programs provided.**

The Chilton-Clanton Campus actively seeks to increase student enrollment, retention, and overall satisfaction. The staff at the Campus works closely with such departments internally as Enrollment Services, Financial Aid, Business Office, ADA Office, New Options, and Information Systems at each Jeff State location to provide information and services to its students. In addition, the Learning Resources Center provides a full-time professional librarian who provides research assistance to students; the Campus has a part-time evening librarian to accommodate students during all hours the Campus is open.

The Campus maintains positive relationships with the high schools located in Chilton County and the LeCroy Career Technical Center. Students at these schools are able to participate in dual enrollment and accelerated programs at the Center, gaining college credits while still in high school. From talks between the campus and the Board of Education in 2017, the campus added a dual enrollment EMS program for fall 2018 into spring 2019. In the fall of 2019, the campus added dual enrollment Welding courses in conjunction with the LeCroy Career Technical Center. To date, one cohort of EMS students and one cohort of Welding students have taken place. COVID-19 restrictions put a strain on the availability of these programs, but currently talks are in place to resume the Welding dual enrollment classes in fall 2021.

Community involvement is also very important to the staff and students at the Campus. Faculty, staff, and students participate in various events to support the community through such Jeff State organizations as Sigma Kappa Delta, Ambassadors, and SGA. Faculty and staff also attend events at local high schools for college fairs and other events in the community like Relay for Life and Peach Jam, making Jeff State a visible participant in the community. In the fall of 2019, the Chilton-Clanton Campus students, faculty, and staff participated in the Clean Home Alabama Initiative to clean up roads in Chilton County. Due to COVID-19 in 2020, the Clean Home initiative, now branded PALS, will take place in April 2021 for another Chilton County cleanup. The Chilton-Clanton nursing cohorts have also been instrumental in administering COVID-19 Vaccinations to the public through the Montgomery Health Department during the spring 2021 semester. Students, faculty, and staff regularly hold drives for socks, clothing, canned goods, or specialty items and work collaboratively with non-profit organizations like Raleigh's Place, Chilton County Emergency Assistance Center, and SafeHouse Shelby County, among others.

D. **Communication – How effectively does information flow from this unit to other units on campus? How does your unit make information available to faculty/staff/students?**

Information flows very effectively among the faculty and staff at the Chilton-Clanton Campus, usually stemming from the Vice President of Academic Affairs at the main campus to the Chilton-Clanton Campus Associate Dean and then to faculty and staff. Email or face-to-face conversation is primarily used for communication between faculty and staff on a daily basis. The faculty and staff also meet at least once a semester to discuss issues and procedures; these meetings are also available to the part-time faculty that are able to and

want to attend. Information is passed along to students by announcements made in class, posted on bulletin boards and through the Jeff State website, as well as emails sent through Pipeline. Furthermore, a display case in the front lobby hallway is set up for important information and class/office location information. College policies are communicated in the student handbook.

Over the past year 2020-2021, due to COVID-19 restrictions, faculty and staff at the Chilton-Clanton campus have used Microsoft Teams, Zoom, and chat functions over LibApp Library software to stay connected for daily correspondence or faculty and staff meetings. Many of the on-campus events moved to virtual including the Chilton-Clanton Campus Instagram and Snapchat accounts. Students participated in virtual picture hunts for prizes and Black History Month and Women's History Month historical figure/event highlights were spotlighted on these social media platforms.

3. **Primary Functions/Primary Purpose/Unit Mission**
   A. **Note any changes in your unit's primary functions since the beginning of the review cycle. Describe any changes that might warrant a modification of your mission statement.**

   No changes have been made to the Chilton-Clanton Campus' primary functions. The primary purpose of the Campus to serve the educational needs of students in Chilton County and surrounding areas has not changed. Once the effects from the COVID-19 pandemic surface in the coming years with changes in enrollment or student need, the Campus will evaluate its evolutionary role.

   The nursing department director continues to look at the viability of adding a night program or a second yearly cohort at the Clanton Campus.

   The Chilton-Clanton Campus began a Workforce class of Heavy Equipment Operators in Spring of 2021. The inaugural 12-week program graduated 12 students. The Campus will offer the second session of this program in May of 2021 with another 12 students. This program currently is grant funded by the Craft Training Board of Alabama.

   B. **In the past three years, have the functions/services of your unit changed in how directly or indirectly your unit supports student learning? If so, describe in detail.**

   Maintaining full-time faculty with consistent office hours at the Clanton Campus provides additional assistance and learning support to students. The Campus began compliance with changes in developmental education beginning fall 2018 including the addition of support co-requisite courses.

   The Campus has maintained a math tutor for students since the fall of 2015, and has added a writing/English tutor in fall of 2018. In spring of 2020, tutoring went virtual due to COVID-19 restrictions. The math and writing/English tutoring has been maintained on the LibApp software through the JSCC Libraries. The tutors who work in the software serve all campuses virtually.

   The Campus has also repurposed the old bookstore for tutoring, co-requisite course meeting, club and organization meeting, and student fellowship space. The Campus has also added a few new couches and coffee/end tables in student areas.

4. **Goal Progress**
   A. **Describe your unit's progress in achieving its goals. Highlight achievements or areas that need continued focus and the evidence to support these claims. Indicate any factors that impacted progress toward achieving a goal.**

   The Campus has been successful in achieving its goals. Full-time faculty members support the steady enrollment at the Campus, meeting full-time instructor ratio requirements. As enrollment continues to increase, we will look to add instructors as needed to maintain the ratio requirements. Biology classes continue to be very popular as the need for nursing pre-requisite classes include BIO 201, 202, and 220.

   The Campus will continue to focus on offering a variety of courses to ensure students have access to the classes they need to fulfill their degree plans. One of the Campus math instructors has successfully developed two courses for Math for Elementary Teachers and has transitioned them for virtual offerings to be able to have availability for students from all campuses.

   B. **Describe the adequacy of resources to achieve goals.**

   The Campus received full support from the College to meet set goals.

   C. **Describe the impact of any resource allocations you have received over the past three years in terms of the effectiveness of your unit.**

   The Campus has the necessary personnel and equipment in place to meet students' needs and receives appropriate funding for the services the Campus provides. In fall of 2019, one of the computer labs was fully replaced (31 desktop computers) as requested in the campus budget. In fall of 2020, the Campus was allocated a large 86-inch television screen and virtual projector platform that was installed in one of the classrooms for future video-conferencing usage. In fall of 2020, IT installed more wireless nodes to be able to expand wireless service in our parking lots for students who were not able to be on-campus. In spring 2021, the second computer lab was fully replaced (31 desktop computers). These technological advancements have helped keep technology accessible for students during the COVID-19 pandemic. When students return on-campus fully, the updated technology will keep students at the forefront of technological advances and will offer instructors the ability to use more technology in their classes.

Part 2: Implications of Program Review for Developing 3 Year Plan

1. **Vision and Direction of Unit**
   A. **As a result of your evaluation, what direction do you see your unit taking in the next three years?**
      - The Campus expects to perform a replacement hire for the Psychology instructor who will be moving to the Jefferson Campus to replace a retiring member of the faculty.
      - Biology class needs, along with dual enrollment English and math class needs, continue to rise; the Campus will monitor full-time ratio in these subject areas for additional personnel needs.

- The Campus will develop cohesive and consistent Welding dual enrollment partnerships with LeCroy to grow and solidify this program.
- The Campus will continue to offer Heavy Equipment Operator workforce training classes to meet industry need; the Campus will monitor business and industry needs for CDL training and other industry driven opportunities.
- Over the next three years, the faculty will remain highly qualified. Faculty will complete professional development to continue to stay informed and up to date in their fields.
- Over the next three years, faculty will remain cohesive within the Campus and in conjunction with K-12 partnerships, ensuring a better transition for students moving from high school to college.
- The Chilton-Clanton Campus hopes for continued increase of student enrollment. The consequences of a post-COVID-19 world will be monitored, and efforts will be directed to meet student needs.
- The Campus will continue its retention efforts with its Jeff Coach mentor and with its Campus Retention Committee.
- The Campus, with approval of COVID-19 Relief funding, will begin construction of an informal outdoor classroom consisting of a concrete foundation and roofed structure to be used by both academic and workforce areas; this classroom area is in efforts to create social-distancing.

B. Are there are any anticipated conditions or trends that might impact the unit?

The 2020 COVID-19 pandemic is currently the foundational condition impacting moving forward in the next three years for the Campus. The Campus will begin instituting more night-time L-19 office staff and work-study students as allowed. The Campus will begin to assess post-pandemic student availability trends in its effort to provide classes and extra-curricular events. Faculty and staff will continue professional development to stay current with new trends in technology and in student engagement. Faculty have begun Quality Matters training for cohesion in virtual instruction and faculty continue to be a part of the ACCS Instructional Leadership Academy. Construction of and use of an outdoor classroom in both academic and workforce classes will help with social distancing. Going forward in this next three-year cycle will be focused on how COVID-19 has changed the face of education.

C. What changes in collaborative relationships are needed to make this unit more effective in its missions?

The Campus has developed more cohesion between the full-time faculty themselves and between the full and part-time faculty.

- The Campus continues regular faculty and staff meetings each semester where both full and part-time faculty members are able to attend. An item not fulfilled during the last three-year cycle was a part-time handbook/orientation book for each discipline to continue to aid part-time instructors and keep some constancy in instruction across the board. Campus instructors will meet and begin planning stages of this item.
- Over the next three years, the faculty members will attend subject-area specific faculty meetings when appropriate.

- The Campus will continue to use virtual paperwork collection methods through JSCC Library software set up to allow instructors to submit beginning and end of semester documents online.

The Campus continues a cohesive relationship with Chilton County Schools to promote its accelerated classes and dual enrollment classes. Ideally, this relationship will continue.

- The Campus will increase the number of dual enrollment classes.
- The Campus also looks to reinvigorate a "Vertical Teaming Initiative" with the Chilton County Schools (parallel to the initiative the Shelby County Schools once participated in); there has been one previous "VTI" meeting between Chilton County school instructors and Chilton-Clanton Campus instructors, and surveys from the K-12 instructors indicated they would like to participate again.

D. **Identify any areas where communication could be improved.**

Communication between faculty and staff at the Campus and amongst the different campuses is integral to the College's success. One of the main areas of improvement will be the dissemination of information between the Enrollment Services and the Academic departments pertaining to financial aid procedures and attendance policies. A clear development of expectations between these departments on ideas of student retention and enrollment versus student success is crucial to faculty understanding. The Campus continues to offer avenues of communication such as videoconference, email, phone, in-person meetings, and Microsoft Teams and Zoom functions to offer faculty and staff access to College-wide communication. Update to and upkeep of communication forms is constant.

E. **Describe the feasibility of making the plan you have outlined a reality. What are the resources or support needed? What challenges do you anticipate?**

This is a feasible and measurable plan. Monetary resources needed include salary funds for the replacement psychology instructor – funds that will not be new, but in replacement. The Campus has been approved for between $45,000-$70,000 of COVID-19 Relief funding for the planning and construction of an outdoor classroom area. Because of the size of this project, several agencies will be involved including an architect, JSCC Maintenance director personnel, and construction companies who provide services. A challenge to this construction will be timeliness as it is a large undertaking. Currently, technology systems at the Campus have been updated and computer labs have been replaced, so minor maintenance costs will be the only need there. A final monetary need will be professional development costs; these costs will be covered under each full-time instructor's approved IAP (Individual Action Plan) and supplemented with the Campus budgeted professional development funds.

Other support needed will be full-time involvement in professional development, subject-area faculty meetings, and informal site faculty meetings. Part-time faculty will be included in meetings, but attendance will be optional.

Support to develop a vertical initiative will include faculty buy-in and educational community buy-in. The Campus will proceed with current relationships with the counselors

and principals in the county and collaborating with them on the structure and feasibility of bringing back this type of initiative.

Part 3: Evidence of Staff Participation in Program Review

1. **Describe how the unit staff participated in the program review process. Include specific dates for meetings held or activities conducted.**

   The Campus Associate Dean and the Campus Coordinator collaborated on the program review process. The Vice President of Academic Affairs was given the findings and suggestions to review. The Associate Dean participates in meetings once a semester with the Enrollment Services Council and once a semester with the Instructional Administrative council, and she receives/gives information pertaining to the Chilton-Clanton campus. Information received at this meeting is disseminated to necessary faculty and staff at the Campus.

2. **Attach advisory committee minutes (if applicable) and list of members. Describe any changes made in the unit as a result of input from the advisory committee.**

   No advisory committee for this program is established at this time. The Campus Associate Dean attends both Enrollment Services Council and Instructional Administrative Council meetings each semester to report information from the Campus or receive information that will affect the Campus. Minutes are held by administrative office officials.

3. **List names and titles of all participants in this program review.**

   Danielle Coburn, Vice President of Academic Affairs
   Ashley Kitchens, Associate Dean, Instructor of English
   Julie Emmerich, Campus Coordinator

Instructional Unit Program Review

The Clanton Campus will include both Service Unit and Instructional Unit program review goals.

Enrollment Patterns	Achievement Data	Student Learning Outcomes	Goal Progress

1. **Enrollment/Achievement**
   A. Summarize and interpret the data for enrollment/achievement as they relate to your program.

      The enrollment for the Campus overall rose significantly during the first two years of this review; however, each semester indicates initial headcount is much larger than final headcount, indicating the number of students who are dropped for various reasons or who choose to withdraw from classes. Fall of 2020 data is low due to COVID-19 restrictions of students on campus.

   B. Summarize the collected program data

	Fall 2018	Fall 2019	Fall 2020
Enrollment	621	711	78

2. **Program Learning Outcomes/Student Learning Outcomes Assessment**
   A. How are program-level and course-level SLO's being implemented, assessed and used for program improvement?

      Course level SLO's are collected from instructors of all subject areas on the Campus and retained by the Associate Dean; all of the full-time instructors assess several of their classes for data. Each instructor is also responsible for collecting SLO data for his or her respective program and sending that data for compilation to the appropriate program director.

   B. Summarize how the program has responded to SLO assessment results.

      Each instructor on the Chilton-Clanton Campus representing a department participates in semester and yearly reviews of trends in assessment. Each department makes conclusions and sets new goals or expectations that instructors then implement in their classrooms at each of the different campuses.

   C. Discuss how each action/change is based on SLO assessment results and how it will contribute to the improvement of the program.

      Each instructor will adapt his or her teaching styles and classroom activities or lectures to ensure students are understanding and retaining material needed for mastery or adequate achievement in each class. Many programs meet and make departmental adjustments.

3. Goal Progress
    A. Based on the data from the previous topics and any other relevant internal or external data your department has collected, how have your department and program goals developed and changed over the past three years?

        The Chilton-Clanton Campus goals all revolve around student accessibility and success. The campus and its faculty and staff continue to add new communication tools for students, assess technology needs for student success, and assess program needs for students. The Campus continues to monitor needs for safety, technology, and academic and workforce opportunities for students.

        The Chilton-Clanton Campus also has created a Campus Retention Committee made up of instructors and the Campus Jeff Coach to aid in student retention and success. This committee works under the direction of the Associate Dean to celebrate sophomore level and graduate level milestones and to intervene with students who meet criteria of belonging to one or more developmental class. The Jeff Coach works with the overall College Retention Committee to provide students with academic success sessions that were presented either in-person or, once COVID-19 restrictions were in place, online through Zoom sessions.

        A trending change for the Chilton-Clanton Campus will be in creating more Workforce-oriented educational opportunities.

    B. Discuss the steps you have taken to address each goal. What have been the results of these efforts?

1. Outcome
    A. The facilities will be well maintained, staffed, and satisfactory to meet each student's educational needs.
    B. The Chilton-Clanton Campus will maintain a safe and comfortable learning environment to foster academic excellence.
    C. The Chilton-Clanton campus will increase student enrollment.
    D. Students will be able to identify and work with an advisor to help achieve their identified educational goals at the campus.
    E. The facility will house and support instruction that will enable students to successfully complete the general education requirements for all degree programs.

2. Objectives and Steps taken to address outcomes/goals
    A. 1. Provide services and resources to support faculty, staff, and students
       2. Add personnel to campus in order to serve students' needs
       3. Add Workforce educational opportunities according to business and industry need
    B. 1. Provide services and resources to support faculty, staff, and students
       2. Maintain building, facilities, staff, and service to foster a safe, accessible and welcoming learning environment for faculty, staff, and students
    C. 1. Provide services and resources to support faculty, staff, and students
       2. Add personnel to campus in order to serve students' needs

3. Add Student Life Enrichment to the Clanton Campus for faculty, staff, and students

4. Maintain building, facilities, staff, and service to foster a safe, accessible and welcoming learning environment for faculty, staff, and students

D. 1. Provide services and resources to support faculty, staff, and students

2. Add personnel to campus in order to serve students' needs

E. 1. Provide services and resources to support faculty, staff, and students

2. Maintain building, facilities, staff, and service to foster a safe, accessible and welcoming learning environment for faculty, staff, and students

3. **Method of Assessment**

A. 1. Review of full-time instructor and staff assignment to the campus

2. Review of maintenance staff and housekeeping services

3. Review and assess business and industry needs

B. 1. Jeff State Clery Report data

2. Audit of security personnel hours

C. 1. Enrollment reports issued by Jeff State's IRIR department

D. 1. Review of advising sign-in sheets

E. 1. Review of course offerings at the Chilton-Clanton campus

2. Review of full-time instructors in the AAS Nursing and AA/AS Transfer degree programs

C. Based on the student learning outcome data, what are your plans for change in the future?

The SLO data in instructional areas indicate that smaller class size and more instructor involvement aid students in success. The Chilton-Clanton Campus instructors are in the process of completing ACCS Instructional Leadership Academy cohorts and Quality Matters training sessions to stay current on instructor involvement in student success.

4. **College Wide**

Discuss how the program SLO's as well as the department goals integrate the Institutional Action Priorities, the College's Long-Range Goals and the College's five-year strategic plan.

Action Priorities:

1. Improve and advance college programs and units, including both academic and workforce development efforts.

The Campus would maintain the level of professionalism amongst the instructors at the campus, allowing quality instruction to students; the Campus will monitor academic offerings to stay current with student need; the Campus will work closely with the Chilton County Industrial Board, Central Six, and Alabama Works along with business and industry partners to identify workforce training opportunities; and the Campus will continue to monitor dual enrollment programs and class offerings.

2. Increase transparency, visibility, and communication inside and outside of the College.

The Campus will continue to have faculty and staff representatives at networking events in ACCS, subject-area organization, and local or statewide community events; the Campus will participate in offering news articles to the Pioneer Newspaper; the Campus

will promote its events through its campus Snapchat and Instagram accounts; the Campus will maintain connections to college-wide professional development opportunities.

3.Increase student retention from fall to spring by 5%.

Instructors within the Campus will undergo Quality Matters training; the Campus will continue its campus-centered retention efforts with its Jeff Coach and Campus Retention Committee.

4.Improve the student college experience and expand student resources for success.

Continue to offer extracurricular activities as well as expanded resources for student success with library software, tutoring availability, and student organizations. Expand current part-time Jeff Coach to full-time position to continue to offer direct support to campus-specific identified students, as well as the general student population support with student success seminars and direct contact. The Campus Retention Committee will continue to engage students in milestone celebrations for sophomore status and graduation status.

5.Improve Jefferson Campus buildings and infrastructure.

Not applicable to the Chilton-Clanton Campus. However, the Campus will begin plans for the approved outdoor classroom as soon as possible.

6. Complete the fifth-year interim report for SACS-COC.

Faculty, staff, and students from the Chilton-Clanton Campus will participate in discussions, writing, revising, or editing as requested for collaboration in the report completion.

7. Increase pay for adjunct instructors.

This would maintain the level of professionalism amongst the instructors at the campus, allowing quality instruction to students.

Long-Range Goals:

1. Accessibility

Create building and learning accessibility and maintain standards with ADA office and with entities like Quality Matters for faculty qualifications.

2. Educational Programs

Continue quality program offerings, and look to develop new dual enrollment classes, workforce opportunities, and nursing offerings.

3. Learning Environment

Monitoring student trends in need for study space and work with Maintenance department and architects to plan and construct outdoor classroom space to provide a comfortable, safe, and academic arena both transfer degree programs and workforce programs.

4. Human Resources

Replace psychology instructor moving to Jefferson Campus to replace retiring faculty member. Monitor needs for additional staff to maintain full-time ratio in all subject areas.

5. College and Community Partnerships

Maintain relationships with business partners, community entities, and other college connections to create cohesion and unity between community and other colleges (especially transfer institutions) for successful student transition.

The support of both the Action Priorities and the Long-Range Goals are cohesive with the College's strategic plan.