

# Fayetteville Technical Community College PLANNING GUIDE

*An overview of the Planning, Evaluation, Academic Program Review,  
Support Services Review, and Accreditation Processes of the College*

Current Version Originally Published August 1990  
Last Revised: February 18, 2015

Proponent: Vice President for Human Resources/Workforce Development and  
Institutional Effectiveness

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Available online at:

[http://www.faytechcc.edu/institutional\\_effectiveness/handbookmanualplans.aspx](http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx)

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Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College.

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**Distribution of Planning Guide:**

Executive Council  
Planning Council  
Associate Vice Presidents  
Deans  
Student Learning Center (two copies)

# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE STRATEGIC PLANNING GUIDE

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# **FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE**

## **PLANNING COUNCIL**

Dr. Vince Castano, Chairperson – Institutional Effectiveness, Staff  
Ms. Margarete Morley, Vice Chair – Continuing Education Basic Skills, Faculty  
Ms. Krista Sincyr, Secretary – Workforce Development, Staff  
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Ms. Janet Sexton – Institutional Effectiveness, Staff

### **Administrative Resource Persons:**

Mr. Carl Mitchell, Vice President for Human Resources/Workforce Development and Institutional Effectiveness

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Ms. Betty Smith, Senior Vice President for Business and Finance  
Mr. David Sullivan, Vice President for Legal Services and Risk Management (Board Attorney)  
Ms. Lorna Ricotta, Executive Director for the Foundation

# Strategic Planning Process – Institution Planning Guide

## Introduction

Our world is changing, becoming more complex and highly competitive, resulting in an awareness that colleges across the United States need to be proactive in their strategic planning efforts. Effective and efficient planning assures careful management of scarce resources (fiscal, facilities, and human). Colleges can no longer rely on traditional management approaches. Success depends on the College's ability to develop short and long-range goals supplemented with future action plans to ensure the successful implementation of those goals.

Fayetteville Technical Community College (FTCC) uses a comprehensive approach in developing its short and long-term vision and corresponding strategic strategies. The College has set in place an annual planning cycle that results in effective and efficient (1) Strategy Formulation (2) Strategy Implementation (3) Strategic Assessment and (4) Strategic Control measures. The process assures that “what we say we do” is “what we actually deliver.”

The primary focus of the College's strategic planning process is remaining true to our institution mission/purpose using effective and efficient decision making processes. FTCC's annual strategic management process can best be summarized as a large-scale, future-oriented planning process, with active interaction of faculty, staff and community stakeholders. This process ensures value-added customer service support and a strong educational experience for our students. This guidebook provides a road map or “game plan” of the College's framework for effective planning and managerial decision making. By ensuring that each functional area of the College remains successful with their short and long-range planning activities, FTCC will collectively meet its mission and purpose long into the future.

College-wide strategic planning allows the College to chart continuous improvement activities year after year. Internal planning activities require the involvement by all stakeholder groups and constituencies of the College. To ensure full representation and a broad-based, integrated approach to strategic planning for the College, planning participants include representatives from all departments, disciplines, college support functions, and other internal stakeholder groups. This representation is demonstrated in the wide variety of Standing Committees and Quality Improvement Committees (see the Administrative Procedures Manual for a listing of committees and their charters). To assist administrators, faculty and staff, and the standing/quality committees in fulfilling the planning elements of their charter, the College has an annual planning cycle. The annual planning cycle depicts major planning events and activities throughout the calendar year:



### OCTOBER

- Begin IE Plan update
- Distribute Strategic Plan to all Planning Units
- Campus Crime & Security Survey due to Department of Education
- Begin collection & analysis of Licensure results
- Planning Units submit Planning Assumptions for upcoming year
- Fall Semester Course Evaluations released

### NOVEMBER

- Review Mission Purpose, Planning Assumptions, Institutional Goals and Core Competencies
- Prepare draft revisions to each of above documents
- Employer Survey mailed
- Non-Returning Student Survey mailed
- Planning Council meetings (several times)
- Planning Council approves & forwards all drafts & modifications to the Executive Council for consideration

### DECEMBER

- Planning Council prepares draft update of the Mission, Purpose, Planning Assumptions, Institutional Goals & Core Competencies
- Fall Semester Course Evaluations are completed
- IE Plan posted to website
- Job Placement Survey tabulated

### SEPTEMBER

- Final Strategic Plan submitted to Board for approval
- Strategic Plan to Print shop
- Post Strategic Plan to IE's website
- Campus Crime & Security
- Board reaffirms Handbooks and Manuals

### JANUARY

- Executive Council forwards Mission, Purpose, Planning Assumptions, Institutional Goals & Core Competencies to the Board of Trustees (for info only)
- Non-Returning Student Survey tabulated

### AUGUST

- Strategic Plan to Board of Trustees (for info only)
- Handbooks, Manuals, and Procedures submitted for Board approval
- Data-Driven Change presentation available to faculty and staff

### FEBRUARY

- Board of Trustees approves the Mission, Purpose, Planning Assumptions, Institutional Goals & Core Competencies
- Key Licensure Passing Rates to Executive Council
- Begin Fact Book updates
- Spring Semester Course Evaluations released

### JULY

- First draft of Strategic Plan submitted to President for review
- Review of NCCCS Critical Success Performance Factors & planning for improvement
- Planning Units prepare and submit their next cycle Assessment plans using Weaveonline (July to October)

### MARCH

- Release of updated Planning Guide
- Planning Unit retreats to identify Strategic Plan Goals
- Planning Units begin to collect/analyze Assessment Plan data using Weaveonline
- IE/Handbook and Manual presentation available for new faculty and staff
- Graduate Survey begins

### JUNE

- End-of-Year report for Strategic Plan due
- Graduate Survey tabulation
- Support Services Survey tabulation
- Assessment Results and Action Plans due for current using Weaveonline

### MAY

- Measure college-wide core competencies as part of assessments
- Decision packages are due to VP's, including budget requests
- Begin Update of Manuals, Handbooks & Procedures
- Current Students Survey tabulation
- Support Services Survey begins
- Spring Semester Course Evaluations tabulated
- Chairs/Coordinators begin recruitment of new faculty and staff needed for next academic year

### APRIL

- Current Student Survey begins
- Spring Semester Course Evaluations tabulated
- First section of Strategic Plan (projected goals & activities)
- Planning Units continue to collect/analyze Assessment Plan data using Weaveonline
- Employer Survey tabulated



## Fayetteville Technical Community College

### Institutional Effectiveness & Assessment

### Planning Cycle Chart

(Program Reviews released throughout the year to selected departments)



Information in this Planning Guide fully supports *The Principles of Accreditation, Foundations for Quality Enhancement*, published by the Southern Commission of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC *Criteria* clearly states that accredited Colleges must:

- Operate with integrity in all matters.
- Engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of the institutional mission, goals, and outcomes (2) results in continuing improvement in institutional quality and (3) demonstrates the institution is effectively accomplishing its mission.
- Have a sound financial base and demonstrated financial stability to support the mission of the College and the scope of the College's programs and services.
- Have adequate physical resources to support the mission of the institution and the scope of its programs and services.
- Identify expected outcomes, assess the extent to which the College achieves those outcomes, and be able to provide evidence of quality improvements based on analysis of the results in each of the following areas (1) educational programs, to include student learning outcomes (2) administrative support services (3) educational support services (4) research within the scope of the educational mission and (5) community/public service within the scope of the educational mission.
- Evaluate success with respect to student achievement (student learning outcomes) including, consideration of course completion, state licensing examinations, and job placement rates.
- Demonstrate compliance with program responsibilities identified under Title IV of the *1998 Higher Education Amendments*.

The Planning Guide updated annually is designed to assist faculty, staff and students of the College in understanding how the annual planning cycle fully supports each of the above SACSCOC *Criteria*. It also ensures continued success for our students, faculty-staff and other constituents of the College's service area.

Since the strategic planning processes of all educational institutions can never be perfectly static nor considered to be absolutely perfect in a world that is constantly changing, occasional modifications in the annual planning cycle may be required. To ensure an orderly Planning Guide revision process, the College will make periodic changes to the electronic version of this guide, as the changes occur. The electronic version, housed on the HR/IEA website, is considered the official copy of the Guide. All faculty-staff-students-stakeholders are encouraged to recommend quality improvement changes, as necessary, to keep the annual planning process fine-tuned throughout the planning year. Recommended changes should be submitted to the VP for Human Resources, Workforce Development and Institutional Effectiveness.

## **Assessment Support for the Strategic Planning Process**

The assessment process at FTCC is on-going, comprehensive and critical to strategic planning. The assessment cycle runs from July 1 to June 30. All areas of the College are categorized as either an Academic or a Support Unit for assessment purposes. At the beginning of each assessment cycle (July-September), each unit develops a minimum of three outcomes. Curriculum programs must also prepare outcomes, measures and achievement targets for each General Education Core Competency (approved by the Board of Trustees) in their WEAVEonline Assessment Plans. The department/division chair for the unit is responsible for leading this effort and associating the outcomes to specific objectives in the College's Strategic Plan. The associations are viewable via a detailed assessment report in the WEAVEonline assessment management system. Supervisors should periodically review their assessment plans and ensure data collection supporting assessment findings was collected throughout the academic year.

During the fall and spring semesters of the assessment cycle, the outcomes are formally measured against the pre-determined achievement targets. Findings are compiled and reported during March to June time period by the academic or support unit, with assistance from associated faculty or staff. Action plans are developed to address areas in which improvement is noted or desired. If additional resources (physical, personnel, or equipment) are required to implement the action plan, those resources are identified via a decision package and such decision package becomes a part of the unit's detailed assessment report and is further incorporated into the College's Strategic Plan.

The results of the findings and related action plans (along with copies of appropriate decision plans) are reviewed by the leaders of the assessment units (Department/Division Chairs, Deans, Directors, Supervisors, and Administrators). The review process enables unit supervisors to assess the degree to which the related strategic plan objectives have been achieved. Based upon this assessment, the unit leaders decide to mark the objective as complete, make modifications to it, or label it as a recurring objective for the subsequent year. Documentation supporting the assessment will be placed in the document management section of WEAVEonline. The resources identified through the assessment process appear with the newly updated strategic plan objective and are supported with submission of budget decision packages submitted annually in May and at other times when additional resources are identified as being required to meet the achievement targets.

The process of identifying new outcomes for each new assessment cycle is based on the College's continuous improvement process. In turn, the ongoing assessment of those projected outcomes helps to determine future strategic plan directions. The cyclical nature of the assessment process is evident as each year begins a new assessment cycle with revised achievement targets and when

necessary appropriate action plans for previous targets not yet met or exceeded.

### **Key Planning and Assessment Roles and Responsibilities**

College committees and functional areas of the College are actively involved in the Strategy Formulation-Implementation-Assessment and Control of strategic priorities at the College. Listed below are major responsibilities:

#### **Board of Trustees (BOT)**

1. Upon recommendation of the President:
  - Approves the annual institutional planning process
  - Monitors the NCCCS Mission Statement (**Exhibit B**) and approves the College's Mission Statement (**Exhibit C**) and Purpose Statement (**Exhibit F**)
  - Approves the College's Institutional Goals
  - Approves General Education Core Competencies (**Exhibit J**)
  - Approves the Strategic Plan and corresponding budget allocations
2. Provides general guidance for annual strategic management visions for the College

#### **College President**

1. Leads the Institutional planning and assessment efforts to ensure a broad-based strategic planning process at the College
2. Appoints members of the Executive Council and the Planning Council
3. Monitors the annual planning cycle activities for timely completion
4. Presents institutional planning information to the Board of Trustees for their information and/or approval
5. Supervises budget allocations for strategic planning initiatives and monitors implementation phases of the Strategic Plan and corresponding budget decision plans and/or expenditures
6. Monitors NCCCS Planning Assumptions (**Exhibit A**) and initiates actions to modify College Planning Assumptions, as needed, to align with system level assumptions
7. Presents the College's Strategic Plan to the Board of Trustees annually

#### **Executive Council**

1. Participates in college-wide Planning and Assessment activities
2. Advises the President on matters related to short and long-range strategic planning and assessment activities
3. Monitors implementation phases depicted on the annual planning cycle

4. Evaluates the Planning Guide, Institutional Effectiveness Plan, Planning Assumptions, and the College's Strategic Plan for consistency and accuracy
5. Reviews departmental level assessment plans and tactical/operational level Strategic Plans including follow-up actions, as needed, such as analysis of program reviews, program advisory committee recommendations and end-of-year report analysis and retention
6. Recommends changes to the institutional mission, purpose, goals (**Exhibit C, Exhibit D, Exhibit F**), general education core competencies, assessment activities, and annual planning assumptions to the President

### **Planning Council**

1. Monitors the annual planning cycle and recommends changes through the Executive Council to the President
2. Reviews mission and purpose statements and recommends changes as needed
3. Reviews long-range strategic initiatives, evaluates final assessment results, and analyzes the specific metrics used for assessment of the outcomes, to better guide the development of future department (Tactical/Operational) level objectives, activities, and budgets
4. Creates, with input from faculty-staff-and other stakeholders, the annual planning assumptions (**Exhibit A**) which provide planning units with expected or desired direction and future visions for the College
5. Monitors planning activities throughout the annual planning cycle, including Program Reviews, Assessment Activities, and Strategic Plan processes

### **Department and Service Support Supervisors**

1. Develops and maintains program and/or service-support mission statements that are supportive of the institutional mission and purpose statement
2. Maintain records of all departmental planning documents including Planning Unit level Purpose Statements (**Exhibit E**)
3. Develop annual assessment plans with intended outcomes, measures, and achievement targets (program areas develop student learning outcomes) within WEAVEonline
4. Develop and implement metrics and/or rubrics for assessment data collection ensuring those measurements remain related to intended outcomes (saving the rubric/metric within the WEAVEonline document repository)
5. Recommend improvements to student learning outcomes and assessment measures based upon internal assessments, program reviews, and other collected data elements

6. Develop annual department level strategic plan with tactical and operational level goals that remain consistent with the assessment plan outcomes from the previous assessment plan cycle and the College's Strategic Plan
7. Develop budget decision packages (proposals) to support tactical/operational level annual plans and assessment action plans (Exhibit I)
8. Publish department level quality improvement reports using WEAVEonline (collection of assessment results)
9. Devise strategies that address department level Strengths, Weaknesses, Opportunities and Threats (SWOT), based on internal review of annual assessments and Strategic Plan end-of-year reports
10. Prepare and submit department level end-of-year reports (measuring actual outcomes that were planned in the previous year's Strategic Plan goals and objectives) (Note: Service-Support Areas only)
11. Schedule and coordinate Program Advisory Committee meetings and incorporates recommendations from committee membership within short and long-range department plans (Program areas only)
12. Evaluate surveys, evaluations, program reviews, curriculum mapping, and related tools available within the overall assessment process to devise appropriate improvement action plans
13. Review and recommend plans for continuous improvement related to the NCCCS Performance Measures for Student Success
14. Recruit a broad-based program advisory committee membership on an annual basis (Academic Program areas only)
15. Disseminate handbooks, manuals, guides and procedures related to institutional planning and assessment to faculty-staff within departmental areas
16. Recommends improvement processes that can be incorporated into the institutional planning process for continuous quality enhancement
17. Recruit, hire, train, and when necessary retrain, a highly competent, diverse, and motivated FTCC workforce
18. Annually evaluate the performance of subordinate employees using the College's performance appraisal process.

### **Faculty/Staff/Students**

1. Provide recommendations for college operational improvements to the Division Chair, Department Chairs, and/or Program Coordinators, as appropriate, for consideration
2. Support College-wide continuous quality improvement programs
3. Assist with "closing of the loop" activities related to action planning of future strategic goals, based upon analysis of assessment plan outcomes, Strategic Plan end-of-year reports, program reviews, and recommendations from program advisory committee members

4. Faculty will complete 30 hours of professional development (PD) annually and staff will complete 12 hours of professional development annually to keep their professional skills up to date (PD classes that are available remain posted on the College's HR website throughout the year)

### **Office of Human Resources/Workforce Development and Institutional Effectiveness**

1. Maintain official manuals, handbooks, guides and related planning and accountability documentation for the College ensuring the most current copy remains on the HR/IEA website (linking from Report-to-Web Repository)
2. Monitors department level assessment planning activities, within WEAVEonline, and assist departments, as necessary
3. Coordinates Planning Council meetings related to updates of the College's planning assumptions, the Strategic Plan, and corresponding Budget Decision Packages
4. Monitors changes in the NCCCS Performance Measures for Student Success (**Exhibit G**)
5. Advises the Planning Council on all aspects of the institutional planning and assessment cycle activities
6. Provides support for all assessment activities at the College
7. Assists all campus stakeholders in the compiling, analyzing and presenting of their assessment data/findings
8. Coordinates and delivers planning process "training sessions" to College employees, as needed
9. Prepare and submit external agency reports, through the President, to the external agency requesting the report(s)
10. Monitors the planning and assessment processes and makes recommendations for improvement in those processes, as appropriate
11. Monitors the various committees working on quality improvement activities and supports them with research and analytical data, as necessary
12. Provides periodic reports and updates on the status of annual planning process activities and events to the Executive Council
13. Creates an internal Office of the HR/IE annual assessment plan identifying HR/IE achievement targets that will lead to improvement in the planning, assessment, and institutional control process (es) across the institution
14. Conducts research on behalf of College employees and other internal and external stakeholders, as necessary, for successful implementation of planning and assessment activities

**Fill-in forms associated with requirements shown in this Planning Guide are available on the HR/IE website (Exhibit H). Always refer to the website for the most recent version of the fill-in forms/templates.**

**Surveys/Evaluation templates are available from the Office of Human Resources, Workforce Development, and Institutional Effectiveness. (A request for special or one-time surveys is available on the same website)**



## ACCOUNTABILITY AND PUBLIC DISCLOSURE: HISTORY AND CURRENT PRACTICES

Both the North Carolina Community College System (NCCCS) and Fayetteville Technical Community College (FTCC) have used numerous processes over the past four decades to ensure public accountability for the state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans, and program reviews. Additionally, NCCCS prepares for the NC General Assembly, an annual Performance Measures for Student Success Report and briefs the North Carolina General Assembly on performance rates of all 58 community colleges, including FTCC. In support of this Performance Measures for Student Success Report and the NCCCS Long Range Planning process, FTCC accomplished the following:

### STRATEGIC PLANNING:

In 1983, FTCC adopted a strategic (and long-range) planning process in order to focus institutional efforts towards the mission/purpose of the College. The planning process, described in the previous section of this planning guide, remains proactive, responsive to the community and campus needs, appropriately involves the Board of Trustees, and has broad-based participation from faculty, staff, and administration. The process is also modified as environmental changes occur with the most recent version of all planning publications remaining available on the HR/IEA website.

Between 1983 and 2013, the planning process evolved to include refinement of the processes, methods used for critical analysis, and assessment/evaluation. Today, FTCC's performance standards are closely tied to those of the other community colleges within the state, as mandated by the NCCCS:

The State Board of Community Colleges developed a "*Performance Measures for Student Success*" list to define statewide measures of accountability for all community colleges. Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the "*Performance Measures for Student Success*" list." (February 1989)

*Performance Measures for Student Success* were defined as the "key things that must go right for the System to flourish and achieve its goals." At the time of their inception, these measures were intended to provide a way of demonstrating the effectiveness of the System in addressing the goals set by the State Board of Community Colleges. *Performance Measures for Student Success* have remained a viable means of assessment to date. FTCC, along with all colleges within the NCCCS, publishes a Performance Evaluation Measure report for each *NCCCS Performance Measures for Student Success (Exhibit G)*.

*Performance Measures for Student Success (Exhibit G)* are evaluated each year prior to the review of the previous year's **Strategic Plan**. The results of FTCC's

*Performance Measures for Student Success* evaluation assists in determining why an *Activity* in the **Strategic Plan** was or was not successful. This is accomplished by reviewing each measure and determining the degree to which department tactical level targets were met. Using this information, a recommendation is made to address any unmet activities, and appropriate improvement action plans are implemented.

### **NCCCS PERFORMANCE MEASURES FOR STUDENT SUCCESS AND PERFORMANCE FUNDING: GUIDELINES/RULES**

In 2013 the NCCCS Board adopted revised Performance Measures for Student Success with measures and standards, which have become the cornerstone of public accountability.

In exchange for the NC Community College System utilizing this method of measuring accountability, the General Assembly made a commitment to provide additional funding to restore the spending power lost by the community colleges due to inflation over the past decade.

Established Guidelines & Rules for NCCCS Performance Measures for Student Success are as follows:

#### Guidelines

1. Standards will be applied at the institutional level, except for licensure/certification data for which each exam at each college must meet the standard.
2. To ensure sound methodological practices as required in the special provision, the North Carolina Community Colleges System Office will review data collection procedures and analysis for reliability and validity.
3. Periodic evaluations of the standards will be conducted by the North Carolina Community Colleges System Office and, based upon the evaluations, modifications to the standards will be recommended to the State Board of Community Colleges.

#### Rules

1. Each college is required to publish performance on the measures annually in its electronic catalog or on the Internet and in its printed catalog each time the catalog is reprinted.
2. A college may carry forward funds based on measures for which it meets the standard or has shown significant improvement.
3. A college will be eligible for funding, if funds are available, for meeting established performance goals prescribed by NCCCS.
4. Use of funds has been expanded to include program start-up costs including faculty salaries for the first year of the program, and one-time faculty and

staff bonuses.

**\* NCCCS Performance Measures for Student Success:**

[http://www.ncccommunitycolleges.edu/sites/default/files/basic-page/2014\\_performance\\_report\\_5-12-14.pdf](http://www.ncccommunitycolleges.edu/sites/default/files/basic-page/2014_performance_report_5-12-14.pdf)

**\* Licensure Passing Rates Performance Measure:**

[http://www.ncccommunitycolleges.edu/sites/default/files/basic-page/2014\\_performance\\_report\\_5-12-14.pdf](http://www.ncccommunitycolleges.edu/sites/default/files/basic-page/2014_performance_report_5-12-14.pdf)

**\* Note: Performance Measures (including Licensure Passing Rates) reported are related to the previous academic year.**

## **PROGRAM REVIEW PROCESS**

### **Institutional Level**

On March 21, 1988, Fayetteville Technical Community College's Board of Trustees adopted a policy requiring all curriculum programs to be reviewed through a formal process once every five years, or 20% of all programs each year.

On January 16, 1995, FTCC's Board of Trustees adopted a new policy on program review which included the review of all educational programs and support services on an annual basis through the ***Annual Program Review*** process, as mandated by the State Board of Community Colleges. The new policy replaced the March 21, 1988 policy (which related only to Curriculum Programs review) to comply with the current State Board policy regarding program review. This policy was revised and approved by the Board of Trustees on October 27, 1997, to include the Annual Services Review.

Beginning in January 2014, FTCC modified the Program Review process to strengthen data collection, analysis, and adherence to accreditation standards. Each department will submit a comprehensive self-study of their programs designed to increase department efficiencies and effectiveness. The academic program reviews will be submitted every three years, with minor updates submitted during the years between each three year submission cycle.

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### **PURPOSE OF FTCC PROGRAM REVIEW**

Fayetteville Technical Community College has a systematic, program review process allowing for comprehensive assessment of all educational programs and support services. The self-study used for this assessment complies with all elements of the review policy as required by the State Board of Community Colleges.

The review critically evaluates a program's stated outcomes and use of supporting data to measure whether or not the program is fulfilling its goals and adequately supporting the College's mission. The self-study process requires supporting documentation and analysis of future trends, employer training needs, and internal verification of accreditation requirements and standards. The results of the self-study will facilitate continuous improvements and directly correlate to the College's Institutional Goals and five-year Strategic Plan. The self-study also becomes a baseline measurement of where the programs are currently with action plans to move the program where the program managers and faculty would like to take the programs over in the next three years. The program review, using fill-in form P1, will provide collectively agreed upon achievement

targets, qualitative and quantitative measurements, self-study analysis of those measurements to report actual findings, and if necessary development of projected action plans for achieving future objectives. The program review is not intended to replace the College's formal assessment activities maintained in the WEAVEonline Assessment Management System. The self-study conducted on a three-year cycle is intended to provide additional information to supplement the quantitative/qualitative evidence housed in WEAVEonline.

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## **Program Level**

### **ACADEMIC PROGRAMS AND SUPPORT SERVICES REVIEW GUIDELINES**

The academic program and support services review allows institutional prioritization of short and long-range goals.

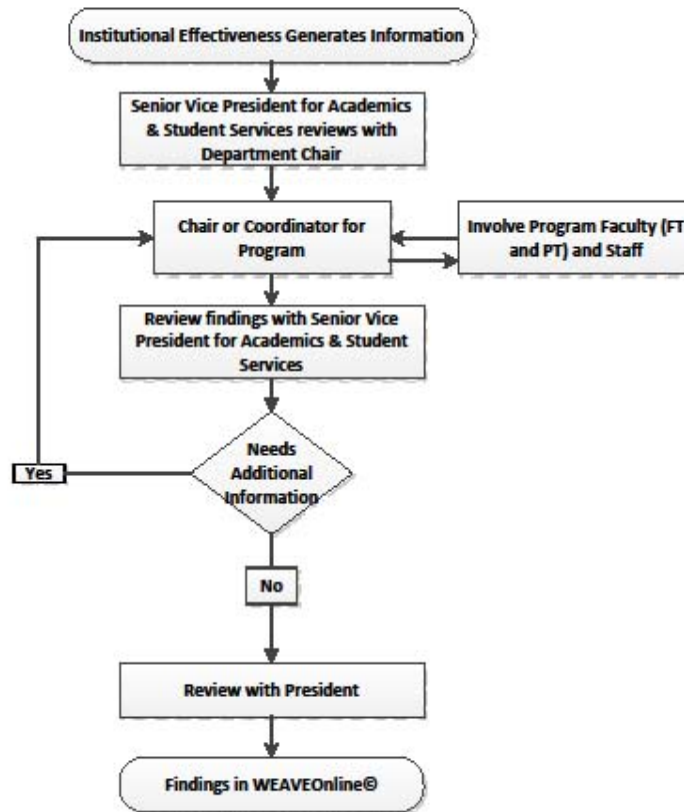
#### **Process:**

1. The Program Review Process (PRP) begins with an internal self-study. The Department Chair/Program Coordinator organizes a departmental team to conduct the self-study. The team must include the Department Chair (or Program Coordinator), full time faculty members regularly teaching program courses, and at least one part-time faculty member that has taught in the program for two or more semesters. Historical, statistical, and numerical data will be collected and provided by the Director of Institutional Effectiveness.
2. Teams shall use the most current electronic version of the Program Review Self-Study template (Fill-in form P1). Supplemental information and supporting documentation must be provided adequately supporting all program review findings.
3. The full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years. Annual updates shall be submitted by March 15th on each of the two following years prior to the next required full self-study. Timely submission and detailed analysis will become part of the Department Chair/Program Coordinator's annual performance appraisal.
4. Upon submission of the full three (3) year self-study, the departmental program review team will meet to develop a formal presentation of the self-study findings, action plans, and other recommendations deemed appropriate by the team. This presentation will be attended by CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include appropriate recommendations for continuous improvement and required program needs to implement such improvements. Approved recommendations shall be considered during future budget updates using the College's personnel/equipment decisions process. Department

Chairs/Program Coordinators shall prepare and submit necessary budget decision packages for all approval recommendations. (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).

5. All instructions and required components of the self-study in support of the program review are addressed within the various sections of the fill-in form P1.
6. Support-Services activities will not be required to conduct a self-study. Instead, support-services activities will submit an annual end-of-year report addressing how their department/division directly supported the College's Institutional Goals Strategies listed in the prior year's Strategic Plan.

## Program Review Process Chart



# PROGRAM REVIEW TIMELINE





## Historical Information Related to North Carolina Community College System-Level Annual Program Review

In 1992, the Governmental Performance Audit Committee (GPAC) reports, entitled: *Program and System Structure, The NC Community College System, Tuition and Fees, The University of NC System and the NC Community College System, and The Continuum of Education Programs and Intersystem Governance* made over 20 recommendations for the NC Community College System. In 1993, the State Senate, responding to GPAC reports, passed Senate Bill 27 which mandated:

- (a) The State Board of Community Colleges shall establish standards for levels of institutional performance on those *Performance Measures for Student Success* that can be appropriately measured to indicate how individual colleges are performing in meeting the goals of the NC Community College System. Each community college shall report its performance on these measures to the State Board. Colleges that fail to attain any of the standards in any year shall report to the State Board the reasons why performance fell below standards and the steps being taken to meet the standards.
- (b) The State Board of Community Colleges shall study models for measuring institutional effectiveness, such as the Desktop Audit used by Coastal Carolina Community College, and shall direct community colleges to utilize similar models in providing accountability information to the State Board for the General Assembly. Colleges shall provide information on graduate placement rates and employer, graduate and early leavers satisfaction with college programs to the State Board. In addition, the State Board shall direct colleges to follow up on early leavers from their programs to determine, to the extent possible, the reasons for their withdrawal from college programs.

In order to address Senate Bill 27, Section 109, a task force on Accountability worked between October 1993 and July 1994 to identify responses to the above two mandates. The Recommendations that came out of the Accountability Task Force include the following:

1. The 1994-95 academic year should be an implementation year for the performance standards and the *Annual Program Review (APR)*. During this year the data collected for the performance standards will be submitted to NCCCS and studied to determine the validity and reliability of

the measures and methodologies being utilized. In addition, during 1994-95 colleges will develop and begin implementation of the procedures to be used to conduct the APR.

2. The first reporting on performance standards and the APR to the State Board of Community Colleges will be scheduled for the 1995-96 academic year.
3. The APR will consist of a reporting of corresponding data for the three-most recent years as well as the three-year average for data elements defined. In reporting performance on colleges and in setting standards based on the System average, a three-year System average measure will be used. Each college's three-year average performance will be compared with this standard.
4. The performance measures are to be used to identify areas for college improvement. Consistent with the Special Provision establishing the Accountability Task Force, any college's three year average that does not meet the System performance standard will be required to develop a report for the State Board which will present an analysis of why the standard was not met and develop a plan, to be approved first by the college's local Board of Trustees, for improving the college's performance. A standard format for reporting to the State Board will be provided to the colleges.

# CURRICULUM PROGRAMS ACCREDITATION/CERTIFICATION GUIDELINES

## Introduction

This section is intended to assist with the process of preparing a program Self-Study document and to serve as a checklist for all involved. It is not intended to answer every question or cover every potential variable in the accreditation/certification process required by specialized accrediting agencies.

The guidelines included in this manual are representative of the average agency process for accreditation/certification. Each agency will specify its own specific guidelines and expectations.

The Department Chairperson and/or Program Coordinator has responsibility for all activities associated with the preparation of the Self-Study document and coordination of the on-site visit. However, the Department Chairperson can expect complete cooperation from all offices on campus for assistance needed while completing the Self-Study process. The Academic Program Area Dean will provide administrative assistance necessary to support the department chair's preparation of the document.

### **Note: Other Official Reports**

Department Chairpersons and/or Program Coordinators are directly responsible to the appropriate Division Chairperson and/or Dean for preparation of the Self-Study. The Dean will ensure that all necessary aspects are completed in a timely fashion. The Vice President for Human Resources, Workforce Development, and Institutional Effectiveness and the Senior Vice President for Academic and Student Services will jointly review the final documents and present them to the President prior to submission to the appropriate agency.

The President's signature must be on all correspondence to accrediting/certifying agencies. Letters of transmittal of reports and responses should only have the FTCC President's signature, unless additional signatures are required by the agency. This insures that nothing is released to agencies without the President's approval. Correspondence and reports should, therefore, be prepared far enough in advance to allow ample time for the President's review and approval.

## ACCREDITING AND APPROVING AGENCIES

1. **ACCREDITATION COMMISSION FOR EDUCATION IN NURSING, THE (ACEN)**

3343 Peachtree Road NE  
Suite 850  
Atlanta, GA 30326

Phone: (404) 975-5000  
FAX: (404) 975-5020  
[www.acenursing.org](http://www.acenursing.org)

2. **ACCREDITATION REVIEW COUNCIL ON EDUCATION IN SURGICAL TECHNOLOGY AND SURGICAL ASSISTING (ARC/STSA)**

6 W. Dry Creek Circle  
Suite #110  
Littleton, CO 80120

Phone: (303) 694-9262  
FAX (303) 741-3655  
[www.arcstsa.org](http://www.arcstsa.org)

3. **AMERICAN BAR ASSOCIATION**

ABA Standing Committee on Paralegals Phone: (312)-988-5618  
321 North Clark Street  
Chicago, Illinois 60654-0236  
<http://www.americanbar.org/groups/paralegals.html>

4. **AMERICAN BOARD OF FUNERAL SERVICE EDUCATION**

3414 Ashland Avenue, Suite G  
St. Joseph, MO 64506

Phone: (816) 233-3747  
FAX: (816) 233-3793  
[www.abfse.org](http://www.abfse.org)

5. **AMERICAN DENTAL ASSOCIATION  
Commission on Dental Accreditation**

211 East Chicago Avenue  
Chicago, Illinois 60611-2678

Phone: (312) 440-2500  
[www.ada.org](http://www.ada.org)

6. **AMERICAN SOCIETY OF PHLEBOTOMY TECHNICIANS, INC.**

P.O. Box 1831  
Hickory, NC 28603

Phone: (828) 294-0078  
FAX: (828)327-2969  
<http://www.aspt.org/>

7. **COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP)**

1361 Park Street  
Clearwater, FL 33756

Phone: (727) 210-2350  
FAX: (727) 210-2354  
[www.caahep.org](http://www.caahep.org)

8. **COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)**

1111 North Fairfax Street  
Alexandria, Virginia 22314

Phone: (703) 683-6748 or  
(800) 999-2782  
[www.apta.org](http://www.apta.org)

9. **COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)**

1248 Harwood Rd.  
Bedford, TX 76021-4244  
Fax to Email: (817) 510-1063

Phone: (817) 283-2835  
Fax: (817) 354-8519  
[www.coarc.com](http://www.coarc.com)

10. **JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY**

20 N. Wacker Drive  
Suite 2850  
Chicago, Illinois 60606-3182

Phone: (312) 704-5300  
Fax: (312) 704-5304  
[www.jrcert.org](http://www.jrcert.org)

11. **NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)**

1313 L Street, NW  
Suite 500  
Washington, DC 20005

Phone: (800) 424-2460  
FAX: (202) 328-1846  
<http://www.naeyc.org/>

12. **NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION**

101 Blue Seal Drive SE  
Suite 101  
Leesburg, Virginia 20175

Phone: (703) 669-6650  
Fax: (703) 669-6125  
<http://www.natef.org/>

**13. NORTH CAROLINA BOARD OF COSMETIC ART EXAMINERS**

1201 Front St., Suite 110  
Raleigh, NC 27609-7533

Phone: (919) 733-4117  
FAX: (919) 733-4127  
[www.nccosmeticarts.com](http://www.nccosmeticarts.com)

**14. NORTH CAROLINA BOARD OF FUNERAL SERVICE**

1033 Wade Avenue  
Suite 108  
Raleigh, North Carolina 27605

Phone: (919) 733-9380  
Fax: (919) 733-8271  
[www.ncbfs.org](http://www.ncbfs.org)

**15. NORTH CAROLINA BOARD OF NURSING**

P. O. Box 2129  
Raleigh, North Carolina  
27602-2129

Phone: (919) 782-3211  
Fax: (919) 781-9461  
[www.ncbon.com](http://www.ncbon.com)

**16. NORTH CAROLINA OFFICE OF EMERGENCY MEDICAL SERVICES**

1201 Umstead Drive  
Raleigh, North Carolina  
27603-2008

Phone: (919) 855-3935  
FAX (919) 733-7021  
[www.ncems.org/](http://www.ncems.org/)

**17. NORTH CAROLINA DEPARTMENT OF CRIMINAL JUSTICE  
STANDARDS DIVISION**

9001 Mail Service Center  
Raleigh, NC 27699-9001

Office: (919) 716-6400  
FAX (919) 716-6570  
[www.ncdoj.com](http://www.ncdoj.com)

**18. NORTH CAROLINA APPRAISAL BOARD**

5830 Six Forks Road  
Raleigh, NC 27609

Phone: (919) 870-4254  
FAX: (919) 870-4859  
<http://www.ncappraisalboard.org/>

19. **NORTH CAROLINA BOARD OF EXAMINERS FOR SPEECH-  
LANGUAGE PATHOLOGISTS & AUDIOLOGISTS**
- P. O. Box 16885  
Greensboro, NC 27416
- Phone: (336) 272-1828  
FAX: (336) 272-4353  
<http://www.ncboeslpa.org/>
20. **NORTH CAROLINA BOARD OF COSMETIC ART EXAMINERS**
- 1201 Front Street, Suite 110  
Raleigh, North Carolina 27609
- Phone: (919) 733-4117  
FAX: (919) 733-4127  
[www.ncccosmeticarts.com](http://www.ncccosmeticarts.com)
21. **NORTH CAROLINA BOARD OF CERTIFIED PUBLIC ACCOUNTANT  
EXAMINERS**
- P. O. Box 12827  
Raleigh, North Carolina 27605
- Phone: (919) 733-4224  
FAX: (919) 733-4209  
<http://nccpaboard.gov/>
22. **COMMISSION ON COLLEGES OF THE SOUTHERN ASSOCIATION OF  
COLLEGES AND SCHOOLS**
- 1866 Southern Lane  
Decatur, Georgia 30033
- Phone: (404) 679-4500  
FAX: (404) 679-4558  
[www.sacscoc.org](http://www.sacscoc.org)

## 2014 INSTITUTIONAL AND PROGRAM ACCREDITATION SCHEDULE

Program	Chairperson/ Program Coordinator	Full Name Of Accrediting Agency	Date of Last Accreditation	Frequency of Accreditation	Date of Next Site Visit	Self-Study Preparation Time	Month Annual Report Due	State Agency	Date of Last Site Visit	Date of Next Site Visit
Accounting	Ron O'Brien	NC Board of Certified Public Accountant Examiners	December 31, 2012	Annually	This Board conducts un- announced visits only to <u>scheduled</u> classes	N/A	December	NC Board of Certified Public Accountant Examiners	N/A	N/A
Associate Degree Nursing	Carolyn Stovall	Accreditation Commission for Education in Nursing	1/2010	8 Years	2018	12 Months	November	NC Board of Nursing Report Due Oct./Nov.	1/15/08	ACEN visit in lieu of NCBON visit
Automotive Systems Technology	Brian Oldham	National Automotive Technicians Education Foundation	10/2013	5 years	2018 The advisory committee will meet in May & fill out paperwork for the visit to be scheduled	12 Months	TBD	N/A	N/A	N/A
Basic Law Enforcement Training	John Ellinwood	NC Dept. of Justice Criminal Justice Standards Div.	9/30/06 Our accreditation was valid until 11/22/2011. We reapplied and the application was accepted by CJ Stand- ards Division prior to the 11/22 deadline.	5 years	11/22/11 We have an automatic extension until they can schedule a site visit.	6 Months	TBD	NC Criminal Justice Training & Standards	9/30/06	TBA
Cosmetology	Veronica Guions	NC Board of Cosmetic Art Examiners	03/18/2013- 03/19/2013	3 times per year	Summer 2013	4 Months	July 2013	NC Board of Cosmetic Art Examiners	3/18/2013 - 3/19/2013	Summer 2013
Dental Hygiene Dental Assisting	Michelle Ping	American Dental Association	10/12	7 Years	Fall 2019	12 Months	October ( <i>Tentative</i> )	N/A	N/A	N/A
Early Childhood	Nel Gilbertson	National Association for the Education of Young Children (NAEYC)	Site Visit Completed March 26, 2013	5 years	March 2020	12 months	N/A	N/A	N/A	N/A



## 2014 INSTITUTIONAL AND PROGRAM ACCREDITATION SCHEDULE

Program	Chairperson/ Program Coordinator	Full Name Of Accrediting Agency	Date of Last Accreditation	Frequency of Accreditation	Date of Next Site Visit	Self-Study Preparation Time	Month Annual Report Due	State Agency	Date of Last Site Visit	Date of Next Site Visit
Emergency Medical Science	Richard Criste	NC Office of Emergency Medical Services	9/8/2012	4 years	TBA, Regional Advisor comes periodically	6 months	N/A	NC Office of Emergency Medical Services	Pat Webb, Regional Advisor comes periodically	TBA
Funeral Service Education	David Hall	American Board of Funeral Service Education	11/2009	7 Years	2016	6 Months	February	N/A	N/A	N/A
Paralegal Technology	Ann Taylor	American Bar Association (Approval)	8/2010	7 Years	8/2017	12 Months	(Interim Report every 2 years) Reapproval report Nov., 2014	N/A	N/A	N/A
Phlebotomy	LaShonda Melvin Joy McPhail	Nat. Accrediting Agency for Clinical Laboratory Sciences	10/09	4 Years	2/1/2017	12 Months	Progress Report every 2 years	N/A	N/A	N/A
Phlebotomy	LaShonda Melvin Joy McPhail	American Society of Phlebotomy Technicians, Inc.	January 2013	Every year	Potentially every year	12 Months	Every year next: Dec. 31, 2013	N/A	N/A	N/A
Physical Therapist Assistant	Lynne McDonough	Commission on Accreditation in Physical Therapy Education (CAPTE)	10/2014	10 Years	10/2024	12 Months	December	N/A	N/A	N/A
Practical Nursing	Sandra Monroe	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Nursing Report Due October	November	Fall 2020
Radiography	Anita McKnight	Joint Review Committee on Education in Radiologic Technology	10/2009	5-8 Years	10/2014	9 Months	July	N/A	N/A	N/A
Respiratory Therapy	John Holloman	Commission on Accreditation for Respiratory Care (CoARC)	2/2008	10 Years	9/30/2018	6-8 Months	September	N/A	N/A	N/A

## 2014 INSTITUTIONAL AND PROGRAM ACCREDITATION SCHEDULE

Program	Chairperson/ Program Coordinator	Full Name Of Accrediting Agency	Date of Last Accreditation	Frequency of Accreditation	Date of Next Site Visit	Self-Study Preparation Time	Month Annual Report Due	State Agency	Date of Last Site Visit	Date of Next Site Visit
Surgical Technology	Terry Herring	Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	11/17/2010	10 Years	11/17/2020	9 Months	May	Association of Surgical Technolog- ists Inc.	1/2010	1/2020
Southern Association of Colleges and Schools	David Brand (and) Carl Mitchell	Commission on Colleges of the Southern Association of Colleges and Schools	12/11	10 Years	2021	24 Months	March 2020	N/A	N/A	N/A

## **FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE'S ACCREDITATION STATUS**

Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College.

From the College's beginning in 1961 to its initial SACSCOC accreditation in 1967, FTCC was accredited by the North Carolina State Board of Community Colleges, then under the State Board of Education, as specified in Chapter 115D of the General Statutes of North Carolina. Once all colleges in the system were accredited through SACSCOC, it was no longer necessary for the State Board of Education to provide an accreditation process for its members.

Fayetteville Technical Community College was re-accredited by the Southern Association of Colleges and Schools Commission on Colleges in December 2011.

### **COMPLIANCE TO STANDARDS**

FTCC utilizes both regional and agency accrediting standards to ensure its compliance with standards related to an educational setting. If areas for improvement are discovered during the Self-Study process, the College either responds to these before the on-site visit or establishes action plans by which improvements will be made. If areas of non-compliance are identified, they are brought into compliance with standards as quickly as possible.

As an educational institution, FTCC has policy and procedures manuals/handbooks which cover all faculty/staff responsibilities, reporting relationships, benefits, academic freedom, and other employee concerns. Financial stability of the College is addressed through audits of financial records. College catalogs and student handbooks clearly display admissions, grading, and program information; additionally, all information relating to students' rights and responsibilities is included. Organizational charts and job descriptions are available to all personnel and demonstrate how each functional area of FTCC fits into the overall operation of the College.

The College provides conscientious administrative support to all its programs. Institution level and program level accreditations provide exceptional opportunities for assessing FTCC's compliance to educational standards of excellence.

## **SAMPLE PROCESS FOR SPECIALIZED ACCREDITATION/CERTIFICATION SELF-STUDY OR COMPLIANCE REPORT**

### **1. On-going Actions Prior to Self-Study or Compliance Report**

#### **a. Samples of Student Work**

Most agencies require samples of student work over a period of time. Therefore, it is suggested that Department Chairpersons:

- (1) Check the previous Self-Study files for the program to determine the types of tests, lab sheet, report, etc. and amount of student work required by the visiting team, and
- (2) Collect samples of student work over a period of several years, not just during the year the compliance report is prepared.
- (3) Recommend all sample student work be filed in WEAVEonline's document management.

#### **b. Advisory Committee Involvement**

Advisory committees are a valuable resource for all programs. Accredited or certified programs are required to provide information on the quality and quantity of input and level of interaction the program Advisory Committee has with FTCC faculty and students. Therefore, the following procedures are suggested:

- (1) Be familiar with FTCC's Advisory Committee Handbook; ensuring all Advisory Committee members have a copy; use a portion of one Advisory Committee meeting each year to review its contents.
- (2) Review the composition of the Committee to ensure appropriate groups are represented by the membership.
- (3) Have regular, meaningful Advisory Committee meetings. (Minimum of three per year)
- (4) Prepare detailed minutes of the meetings showing that substantive issues were covered at the meetings and that Committee members contributed to final decisions. (The Administrative Procedures Manual requires that a copy of the minutes be sent to the Associate Vice President for Curriculum Programs and the appropriate program Area Dean. Minutes must also be filed in WEAVEonline.)
- (5) Keep a copy of all correspondence with the Advisory Committee on file (letters, minutes of meeting, etc.)
- (6) Involve the Advisory Committee in the Self-Study process. (Most agencies require documentation of this.)

#### **c. Licensing/Certification Exams**

If the program requires graduates to pass licensing or certification

exams in order to work in field, copies of scores from these exams should be periodically updated (and a file copy kept). The Institutional Effectiveness Office should also be sent a copy of all licensure and certification results and kept abreast of any changes and/or corrections. Recommend a copy of the scores be placed in WEAVEonline's Document Management.

**d. Advertising Program Accreditation/Certification Status**

Most agencies specify the exact wording for stating the accreditation/certification status of a program for promotional materials. Be sure to check this carefully before posting accreditation statements within brochures or in other promotional materials. Also, verify statements in all the College's official publications (including the College Catalog and Student Handbook) and notify the Office of Human Resources, Workforce Development, and Institutional Effectiveness and the appropriate Program Area Dean if corrections are required.

**2. Agency Notification that Self-Study Report is Due**

Agencies vary in the methods they use to notify institutions that the program's accreditation/certification is expiring and that the program must go through the Self-Study process to be reaffirmed.

For example:

- a. The President should always receive the official notification.
- b. The Senior Vice President for Academic and Student Services, Associate Vice President for Curriculum Programs, or Dean may receive the notification.
- c. The Division/Department Chairperson may receive the notification.
- d. All or a combination of the above may receive the notification.

A copy of all correspondence received by the Division/Department Chairperson regarding re-accreditation/re-certification should be sent to the Associate Vice President for Curriculum Programs and the Senior Vice President for Academic and Student Services. The Associate Vice President for Curriculum Programs or his designee will advise on actions to be taken. The appropriate Dean will work with the Division/Department Chairperson to coordinate all Self-Study actions.

**3. General Information**

- a. **Program Faculty Participation:** All program faculty will be expected to assist with preparing the Self-Study, the on-site visit, and the activities of the on-site visit.

- b. **Related Faculty Participation:** Visiting teams often request to meet with faculty members teaching related and general education courses which are required in the program. Arrangements must be made through the appropriate Dean in advance and as early as possible. Use a memo to request assistance and explain the nature of the assistance needed.
- c. **Calendar:** The Dean will coordinate with the Division/Department Chairperson to establish a timeline calendar for the Self-Study process. The Dean may request assistance from the Vice President for Human Resources, Workforce Development, and Institutional Effectiveness, if necessary, and will provide a copy of the Self-Study timeline calendar, once it is finalized, to the following persons:
  - Senior Vice President for Academic and Student Services
  - Associate Vice President for Curriculum programs
  - Vice President for Human Resources, Workforce Development, and Institutional Effectiveness
  - Self-Study Committee members

**Note: At the first meeting of the Committee, the calendar should be finalized (and revised copies released to all above persons, if any revisions are made.)**

- d. **Composition of Self-Study Steering Committee:** Members of the Steering Committee are determined by the type of information required. Because most agencies require similar information, the Steering Committees for Self-Studies usually include the following:

<b>Institutional Administration:</b>	Senior Vice President for Academic and Student Services
<b>Academics:</b>	Associate Vice President for Curriculum Programs (Chairperson) Appropriate Program Area Dean Division Chairperson Department Chairperson Department Faculty (3)
<b>Institutional Effectiveness</b>	Director of Institutional Effectiveness
<b>Student Services:</b>	Associate Vice President for Student Services Dean of Enrollment Management

<b>Finance:</b>	Senior Vice President for Business and Finance
<b>Learning Resources:</b>	Director of Library Services and Student Learning Center
<b>Students:</b>	Current Student(s) and alumni are welcome additions to the Steering Committee (and are required by some agencies).

e. **Meeting of Self-Study Steering Committee:** The Self-Study Steering Committee will meet periodically until the final report is signed by the President. Prior to the scheduling of the initial meeting, Division/Department Chairpersons meet with their appropriate Deans. The Senior Vice President for Academic and Student Services is usually the chairperson for the Steering Committee and is advised by the Deans of all progress and problems related to the Self-Study process. The following steps are suggested:

- (1) Consult the guidelines or manual provided by the accrediting agency to determine the length of time needed to adequately prepare the Self-Study, the expected time for the on-site visit, and type of information required.
- (2) Make an appointment with the appropriate Dean to establish a timeline calendar for the Self-Study and to appoint members of the Steering Committee for the Self-Study.
- (3) Once #2 is completed, the Program Area Dean will prepare a memo for the Senior Vice President for Academic and Student Services signature announcing the initial meeting of the Steering Committee.

f. **Subsequent Meetings of Self-Study Steering Committee:** There is no specified number of meetings for this committee. It is suggested that the committee meet a minimum of the following:

<b>Initial Meeting:</b>	Determine the process.  Set deadlines for submission or information /tasks to be completed (adopt calendar).  Distribute the requests for information /assistance.
<b>Meeting to Discuss First Draft:</b>	Verify information; determine what needs to be done before final draft.
<b>Meeting to Discuss Final Draft:</b>	After final draft is completed and distributed, meet to verify information

<b>Meeting to Discuss On-Site Visit:</b>	Coordinate all activities associated with on-site visit.
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- g. First Draft of Compliance Report:** The first draft of the compliance report should be keyed in by departments' faculty secretaries. The word processing software to be used is Word and must follow the guidelines contained in the FTCC Writing Style Guide (unless the accreditation agency specifies a different format or style).
- h. Interim Drafts of Self-Study:** Interim drafts should be completed, as necessary, within the committee with the appropriate involvement of the Steering Committee to achieve a "final" draft for review by the Deans, Vice President for Human Resources, Workforce Development, and Institutional Effectiveness and Senior Vice President for Academic and Student Services.
- i. Final Draft of Self-Study:** A copy of the revised "final" draft of the Self-Study should be sent to all Steering Committee members. After an appropriate time period (one week minimum) the Steering Committee should meet to discuss the final draft. Changes will be incorporated into the "completed" Self-Study. The Academic Deans and Associate Vice President for Curriculum Programs have final responsibility for Self-Study content.
- j. Completed Self-Study:** Senior Vice President for Academic and Student Services, the Associate Vice President for Curriculum Programs, and the Program Area Deans will coordinate to present the final Self-Study document to all appropriate persons. The Associate Vice-President for Curriculum Programs will obtain all required signatures from College personnel. The Deans will coordinate with the Division/Department Chairperson in obtaining other required signatures and getting copies made, distributed and mailed.
- k. Number of Copies:** Each agency requires that a different number of copies be sent. Check the Guidelines, Manual, or Criteria from the agency for this number, and add the following:

Department: Department Chairperson determines number needed  
 Administrative Distribution: 5 copies - See following distribution:

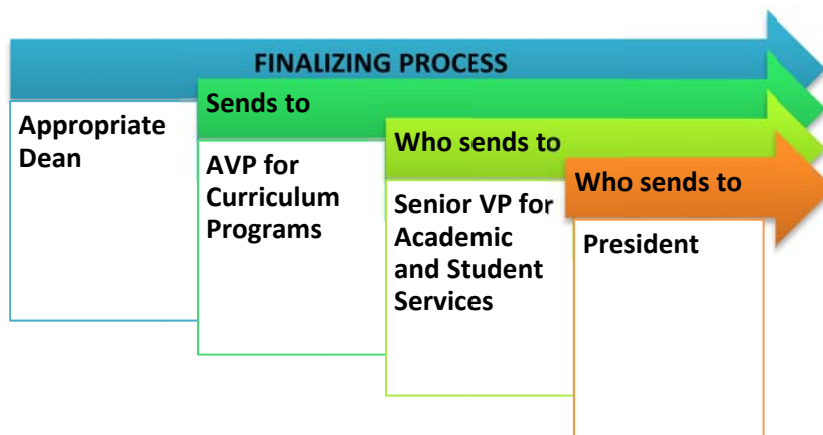
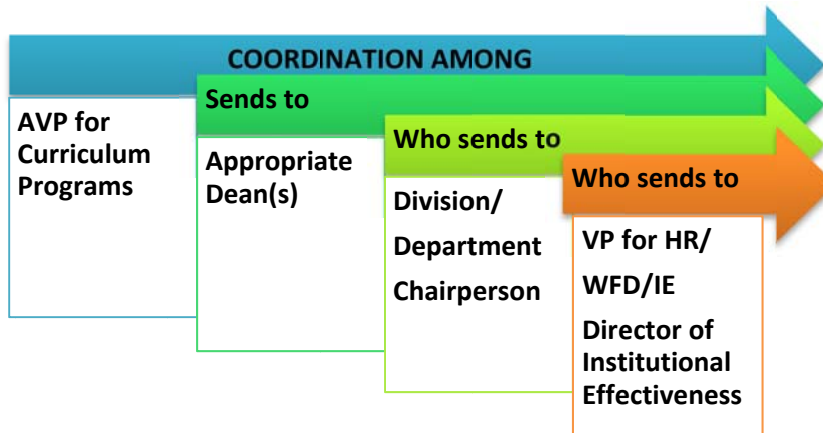
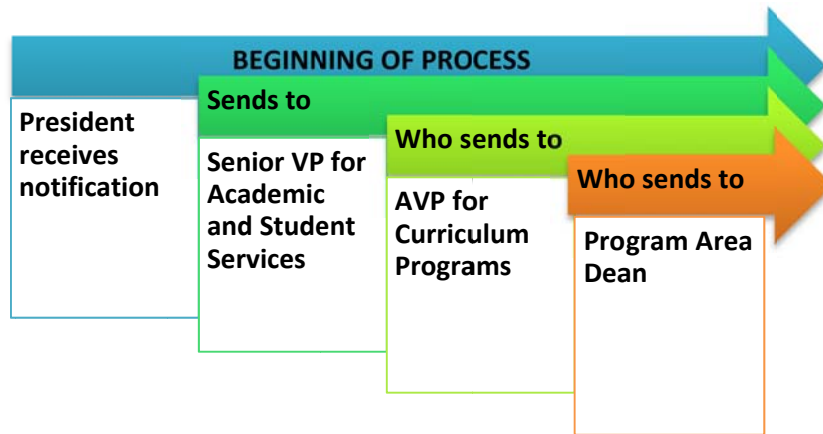
- Associate Vice President for Curriculum Programs: 1
- Associate Vice President for Student Services: 2
- Vice President for Human Resources/Workforce Development and Institutional Effectiveness: 3



- Senior Vice President for Academic and Student Services: 1
- Senior Vice President for Business and Finance: 1
- Program Area Deans: 1
- Learning Resource Center: 1

- I. Letter of Transmittal:** A cover letter with the President's signature (and other appropriate signatures as required by the agency) should accompany the Self-Study report and/or the College's response to the off-site and/or on-site Team's report. This letter should be prepared for the President's signature by the Program Area Deans or his/her designee and submitted with the final copy of the self-compliance report.
- m. Site Visit and Exit Interview:** The dean/department chairperson should notify all Steering Committee members of the planned visit by the accrediting agency to include date, location, and times of expected meetings/interviews with accrediting agency members. Steering Committee members should also be made aware of the date, time, and location for the Exit Interview with the accrediting agency and should be invited to attend.

4. Accreditation/Certification Process Chart



To ensure that all necessary individuals are involved in the program Self-Study, the above flow of information is suggested. However, the appropriate Program Area Deans and the Department and Division Chairpersons will have the most involvement in coordinating and writing the Self-Study. The Program Area

Deans will keep both the Associate Vice President for Curriculum Programs and the Senior Vice President for Academic and Student Services informed of the progress of the Self-Study throughout the process. Frequent communication and cooperation makes the process comfortable and workable.

## EXHIBIT A

### FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE 2014-2015 PLANNING ASSUMPTIONS AND TRENDS

#### I. ECONOMIC TRENDS AND PLANNING ASSUMPTIONS

##### **Analysis Summary**

- Regional workforce and occupation projections 2014-2019
- Enrollment & Financial Aid
  - Nationwide enrollment expected to increase for another 1-2 years and Pell Grant funding will follow this pattern
- Higher Education Workforce
  - Retirement boom concerns and nationwide HR adjustments with performance issues and professional development are expected to continue

**Table 1: Regional Private Workforce and Industry Projections**  
(Cumberland, Harnett, Hoke, Moore, Robeson, and Sampson Counties)

Occupation Description	2014 Jobs	2019 Jobs	Change	2014 State LQ*	2019 State LQ*	Median Hourly Earnings
Education, Training, and Library Occupations	20,962	22,941	1,979	1.14	1.16	\$18.22
Healthcare Practitioners and Technical Occupations	17,818	19,760	1,942	1.02	1.04	\$33.21
Food Preparation and Serving Related Occupations	26,438	28,268	1,830	0.99	0.99	\$9.31
Office and Administrative Support Occupations	36,827	38,538	1,711	0.80	0.80	\$14.18
Building and Grounds Cleaning and Maintenance Occupations	9,502	10,557	1,055	0.96	0.98	\$10.15
Sales and Related Occupations	24,870	25,670	800	0.79	0.79	\$12.05
Healthcare Support Occupations	12,631	13,422	791	1.20	1.18	\$11.31
Business and Financial Operations Occupations	8,721	9,371	650	0.67	0.67	\$31.11
Management Occupations	8,337	8,950	613	0.66	0.66	\$41.44
Personal Care and Service Occupations	6,950	7,530	580	0.94	0.94	\$10.03
Community and Social Service Occupations	4,794	5,241	447	1.02	1.03	\$19.41
Installation, Maintenance, and Repair Occupations	11,144	11,505	361	0.94	0.93	\$18.60
Computer and Mathematical Occupations	3,146	3,489	343	0.39	0.40	\$30.59
Protective Service Occupations	6,176	6,475	299	0.86	0.85	\$17.30
Arts, Design, Entertainment, Sports, and Media Occupations	2,240	2,482	242	0.70	0.73	\$19.04
Production Occupations	17,495	17,731	236	0.77	0.82	\$13.95
Construction and Extraction Occupations	7,404	7,598	194	0.77	0.76	\$16.21
Life, Physical, and Social Science Occupations	1,204	1,333	129	0.48	0.49	\$30.03
Legal Occupations	1,111	1,200	89	0.64	0.64	\$29.70

Occupation Description	2014 Jobs	2019 Jobs	Change	2014 State LQ*	2019 State LQ*	Median Hourly Earnings
Transportation and Material Moving Occupations	16,562	16,629	67	0.81	0.81	\$13.13
Architecture and Engineering Occupations	1,824	1,884	60	0.45	0.44	\$31.44
Farming, Fishing, and Forestry Occupations	3,511	3,434	(77)	1.84	1.86	\$10.41
Military occupations	51,162	51,076	(86)	5.39	5.43	\$15.80
Total	300,830	315,083	14,253			\$16.86

Source: EMSI 2014 (3<sup>rd</sup> Quarter) Occupation Report

\*LQ=Location Quotient: concentration in Cumberland County compared to all other NC counties; 1 = average.

- U.S. companies added 230,000 in October. The job gains in the Automatic Data Processing Report (ADP) were broad-based: Construction firms added 28,000 jobs, while manufacturing gained 15,000 positions. Professional and business services, which include higher-paid positions such as accountants and engineers, gained 53,000 jobs. (*Raleigh News & Observer*, November 2014)
- EMS, Healthcare, and Public Safety Sectors Projections
  - The U.S. Department of Health and Human Services (HHS) issued a rule to finalize the new compliance date for health care providers, health plans, and health care clearinghouses to transition to ICD-10, the tenth revision of the International Classification of Diseases, effective October 1, 2015. This could increase the demand for the billing and coding classes being held on campus. (*Centers for Medicare & Medicaid Services*, July 7, 2014)
  - Law, Public Safety, Corrections, and Security occupations had about 4.8 million workers in 2012 with projections to 5.4 million by 2022. FTCC should expand academic programs to meet this growing occupational need. (*United States Bureau of Labor Statistics*, May 2014)
  - Employment of registered nurses is projected to grow 19 percent during the period 2012 to 2022, faster than the average for all occupations. Growth will occur due to an increased emphasis on preventative care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby boomer population, as they live longer. Additionally, it is anticipated there will be a larger role within the healthcare industry for EMS credentialed persons. (*United States Bureau of Labor Statistics*, January 2014)
  - Hospital staffing changes may affect FTCC Health Technologies students in finding adequate clinical assignments in time for their graduation. Hospitals across the state are decreasing staff and eliminating positions due to funding decreases, lowered Medicaid reimbursement rates, and overall Medicare Program cuts. Cape Fear Valley Health System cut 118

jobs in 2013. ("Cape Fear Valley Health System cuts 118 jobs," *The Fayetteville Observer*, 9/28/2013)

- Womack Army Medical Center will eliminate up to 621 Medical Support positions by 2015. This may result in a reduction of students seeking an education in allied health. ("Womack Army Medical Center to reduce its civilian workforce," *The Fayetteville Observer*, 10/30/2013)
- Funeral Services Sector Projections
  - Cremation continues to increase each year. It is projected that the U.S. cremation rate will be up from 40.6% in 2010 to 48.8% by 2017. FTCC's Funeral Services program will need to expand to meet increased educational needs of our students and industry. (*National Funeral Directors Association, 2014*)
  - The addition of the alkaline hydrolysis method to cremation could replace current cremation procedures in the next 10-15 years and trends in these projected changes will need to be monitored for program of instruction adjustments, as needed. (*National Funeral Directors Association: Public Policy Position, 2013*)
- Trades Sector Projections
  - New infrastructure workers are projected to grow by nine percent. Additionally, nearly one-quarter of current infrastructure workers will retire or otherwise leave their jobs. Current estimates reflect that 2.7 million new workers will be needed to replace them. Seventy-seven percent of infrastructure workers will be needed with logistics training. Of the 20 largest occupations in infrastructure, 13 are involved in operations. The two largest occupations are movers (freight and stock movers) and truck drivers. ("14.2 Million Americans Work in Infrastructure. What Does that Mean?" *Brookings*, May 2014)
  - A slight up-swing in home sales, new construction, and home repair will create more jobs in the housing industry. The College should monitor home sales and construction trends throughout the planning assumption period to make necessary adjustments to meet training needs. (*The Fayetteville Observer*, April 2013)
- Production Sector Projections
  - Cumberland County lost 6,586 manufacturing jobs between 2000 and 2013. This number does not include the thousands of federal civil service and contractor jobs lost in and around Fort Bragg. (*The Fayetteville Observer*, September 28, 2014)

- NC has the largest state-maintained highway system in the nation as well as 305 public, private, and international airports. NC has the lowest costs of doing business and its workers are 36% more productive than the average U.S. worker. Each resident in the state has a community college available to them within 30 minutes. Continued access to such education will attract more businesses to the area boosting enrollment numbers for FTCC. (*Thrive in North Carolina*, 2014)
- Bosh Global Services, producer of unmanned drones, will increase operations in Fayetteville, creating 32 jobs with average salaries of \$85,000/year. (*The Fayetteville Observer*, November 14, 2013)
- Local companies continue to be concerned about finding replacements that have the mathematical background and other skills necessary to operate modern, sophisticated equipment. The College, which is recognized as a STEM Jobs Approved College, will emphasize STEM-related training to meet this changing employment need. (*2015 Stem Jobs Approved Colleges*, Victory Media)
- Manufacturing remains a top contributor to NC's gross domestic product while producing 84% of our State's exports. Last year, NC manufacturing output was \$88.35 billion, making us the 4<sup>th</sup> most productive manufacturing State in the U.S. Ninety-three percent of advanced manufacturers reported a skills gap in potential employees, especially in the areas of science, technology, engineering, and math (STEM) hindering their ability to hire. (*Raleigh News & Observer*, November 2013)
- Distribution Sector Projections
  - Gordon Food Service, a world leader in food service distribution, is planning to build a new distribution center in Cabarrus County that will bring 275 new jobs with annual payroll expected to be \$12.3 million in NC. FTCC should expand logistics operations and career readiness training programs to meet this anticipated employer need. (*North Carolina Department of Commerce*, October 2014)
- Communications Sector Projections
  - A new call center, operated by Sykes Enterprises, opened in late 2013. Sykes hired 150 employees and plans to hire an additional 350 workers. FTCC is prepared to expand customer service training to meet this increased demand. (*The Fayetteville Observer* August 2014)

## **Enrollment and Financial Aid Trends and Analysis**

- The Chronicle of Higher Education reported that short-term community college certificates do not help graduates obtain employment or earn higher wages. FTCC's Job Placement Reports from the previous five years do not support the findings in this article with an average job placement of rate of 90%+. (*The Chronicle of Higher Education*, November 2014)
- Enrollment at community colleges nationwide declined by more than 3% between fall 2011 and fall 2012. The decrease in enrollments of students appears to be much higher for those over the age of 24. FTCC has been able to increase enrollments as other colleges declined. ("Recent National Community College Enrollment and Award Completion Data," American Association of Community Colleges, January 2014)
- A growing number of students who already have completed degrees are coming back to community colleges, including FTCC, for specific job skills that will help them change their career or advance in their current career. (Peterson's Undergraduate Survey of Colleges and Universities, 2010-2014)
- State funding for community colleges appears to be shifting emphasis towards technical and allied health programs which are the most expensive courses to provide. FTCC must monitor resources required in technical, vocational, and allied health programs. ("Gov. McCrory says community colleges are key to state's economic recovery," *Raleigh News & Observer*, 8/16/2013)
- Between 2012 and 2023, U.S. undergraduate enrollment is expected to increase from 17.7 million to 20.2 million students. Undergraduate enrollment at 4-year institutions is projected to increase by 12% while enrollments at 2-year institutions increase by 16%. FTCC will need to be prepared to serve more students. (*National Center for Education Statistics*, May 2014)
- The Southeastern region of the US will experience an 11% increase in the number of high school graduates between 2008-2022. Continued partnerships with K-12 institutions are necessary to prepare for this increased student population. (*NCES Projections of Education Statistics to 2021*, January 2013)
- Work-Based Learning (formerly Co-Op) will now be offered in the AA, AGE, and Associate of Fine Arts programs, potentially increasing enrollment and



administrative costs associated with these programs. (*NCCCS Curriculum Procedures Reference Manual, Section 20, Work-Based Learning, Changes approved July 2013*)

- The maximum Pell grant appropriation for the 2014-2015 school year is \$5,645, a small increase of \$95 over the prior year. (“Federal Education Budget Update,” New America Foundation, February 2014)
- The College may see funding challenges for Pell-funded programs as lawmakers need to find \$5.8 billion in additional annual funding for fiscal year 2016 and thereafter. (“Federal Education Budget Update,” New America Foundation, February 2014)
- 3-Year Financial Aid Review: Declining amounts of aid in 2013-14 were due to an administrative decision to reduce the maximum award given to students.

**Table 3: Three-Year Financial Aid Awards**

2013-2014 FTCC Financial Aid Awards			
Number of Students (duplicate) receiving	In State Tuition Rate	Out of State Tuition Rate	Amount of Aid
21,714	\$2,288	\$8,432	\$46,294,125

2012-2013 FTCC Financial Aid Awards			
Number of Students (duplicate) receiving	In State Tuition Rate	Out of State Tuition Rate	Amount of Aid
23,171	\$2,208	\$8,352	\$50,941,652

2011-2012 FTCC Financial Aid Awards			
Number of Students (duplicate) receiving	In State Tuition Rate	Out of State Tuition Rate	Amount of Aid
11,349	\$2,128	\$8,272	\$58,833,323

Source: *North Carolina Higher Education Data: A-10 Financial Aid Summary Reports (2010-2014)*.

- From 2000 to 2012, the fast-growing states in age’s 15-24 included: Florida (29%), North Carolina (21%) and Georgia (20%). The new Workforce Innovation and Opportunity Act (WIOA) becomes effective July 2014,

replacing the Workforce Investment Act (WIA). This act requires states to develop a regional strategic plan for training, employment services, adult education, and vocational rehabilitation. The Workforce Development Boards in the local region have already begun working on the required planning in order to provide the plan to the North Carolina Department of Commerce on or before July 1, 2015. (“State of the South: Building Infrastructure of Opportunity for the Next Generation,” *The Progressive Pulse*, October 2014)

### **Personal Finances Trends and Analysis**

- In 2013, North Carolina ranked 46<sup>th</sup> of all 50 states and District of Columbia in per-capita personal income at \$36,520, which is 86.4% of the national average. In 2012, North Carolina ranked 37<sup>th</sup> in per-capita personal income at \$34,604, which was 87% of the national average. FTCC’s average job placement salaries are comparable with the per capita rankings and estimates (\$34,450). (“Rankings and Estimates,” *NEA Research*, March 2014)
- In Cumberland County, 17,287 children are eligible for child care subsidies because their parents earn too little to afford the fees. However, less than one in four eligible children receives a subsidy for child care. This may affect a number of FTCC student-parents and enrollment at the FTCC Children’s Center. (*Institute for Women’s Policy Research, Briefing Paper*, January 2013)
- More Americans are faring worse financially than they were a decade ago, resulting in a need for increased financial and support services to enroll in and complete a degree. The challenges our students are facing are demonstrated by the following:
  - 77% of Americans live paycheck to paycheck
  - 1 out of 5 Americans are on food stamps
  - 1 in 2 American children are expected to be on food stamps before they turn 18
  - 28% of Americans don’t have emergency savings
  - More than half of Americans have less than \$25,000 for retirement  
(*Katy Hall, “Middle Class Jobs, Income Quickly Disappearing,” Huffingtonpost.com, June 6, 2013*)

### **Higher Education Personnel Trends and Analysis**

- According to a publication by *The Progressive Pulse*, the 2015 fiscal budget that NC Governor Pat McCrory signed includes the following items of interest for community colleges:

- Raises tuition at community college for in-state students (on top of tuition increases in previous years), thus making it more difficult to access a college education and postsecondary training.
- Adjusts projected enrollment growth downward for FY 2014-15, that may result in funding decreases of \$17.2 million.
- Creates a new tier of enrollment funding that provides greater funding for health care and technical educational programs. (*The Progressive Pulse*, August 7, 2014)
- Data recently reported in the *2014 Survey of Colleges and University Human Resources Officers* from *Inside Higher Ed* is relevant to FTCC's HR planning and current operations.
  - In the 2013-14 survey, 51% percent agreed that their institution provided fair compensation for adjunct faculty members. FTCC provides fair compensation for faculty, staff, and administrators.
  - Last year, 45% of chief HR officers agreed that their institution had appropriate job security and due process protections; this year, the percentage dropped to 37%. FTCC has policies assuring security and due process protections.
  - Eighty-one percent (81%) of chief HR officers said their college or university conducts criminal background checks in the hiring of faculty, and 89% said they did so in the hiring of staff members. FTCC conducts criminal background checks on selected positions. (*2014 Survey of Colleges and University Human Resources Officers* from *Inside Higher Education*, September 2014)
- Data recently reported in the *2013 Survey of Colleges and University Human Resources Officers* from *Inside Higher Ed* is relevant to FTCC's HR planning and current operations.
  - HR chief administrators at 2-year colleges indicated they were paying more attention to the following measures (FTCC is pursuing enhancements in all of these areas):
    - Evaluating long-term employees with declining job performance
    - Implementing stronger performance evaluation measures
    - Succession planning for senior officials
    - Promoting wellness programs
    - Implementing processes to build employee engagement

- Sixty-five percent (65%) of chief HR officers say their institutions have placed limits on adjunct faculty hours to avoid having to meet federal requirements for employer-provided health insurance under the Affordable Care Act. FTCC continues to monitor part-time employee hours to comply with the provisions of the Affordable Care Act.
- Five percent (5%) of chief HR officers strongly agree their institution effectively uses the data and information it has on employee performance and satisfaction to make strategic planning and policy decisions. The merge of the Human Resources and Institutional Effectiveness offices has resulted in FTCC having information for data-driven decisions at all levels of the College. (*2013 Survey of Colleges and University Human Resources Officers* from *Inside Higher Education*, September 2013)

## II. POLITICAL TRENDS AND PLANNING ASSUMPTIONS

### **Analysis Summary**

- Anticipated military reductions and current FTCC military/college rankings
- Federal & State Funding adjustments will likely have an impact on the number of students the College will be able to support

### **Military Trends and Analysis**

- The Army will deactivate 12 Brigade Combat Teams by the end of FY 2017. These include two at Baumholder and Grafenwoehr, Germany which will complete their deactivation in Fiscal Year 2013. The remaining 10 will come at each of the following ten U.S. installations between now and the end of Fiscal Year 2017: Fort Bliss, TX; Fort Bragg, NC; Fort Campbell, KY; Fort Carson, CO; Fort Drum, NY; Fort Hood, TX; Fort Knox, KY; Fort Riley, KS; Fort Stewart, GA, and Joint Base Lewis-McChord, WA. The College may need to expand its online course offerings to allow military students to complete their FTCC degrees. (*“Brigade Combat teams cut at 10 posts will help other BCTs grow,” C. Todd Lopez, June 25, 2013 <http://www.army.mil>*)
- As increasing numbers of active duty service members leave the military, more than 97% of these veterans will begin their educational careers at community colleges. (Returning Military Veteran’s Choosing College in Record Numbers, 2013, [http://www.chicoer.com/ci\\_23230440/returning-military-veterans-choosing-college-record-numbers](http://www.chicoer.com/ci_23230440/returning-military-veterans-choosing-college-record-numbers))

- The Army will cut 16,000 soldiers and civilians at Fort Bragg by 2020, which could result in the region losing 21,500 jobs and \$11.3 million in sales revenue. As a result of these cutbacks, approximately 40,000 residents may leave the region (“Army Report Looks At Effects Of Potential Cuts To Fort Bragg, Other Installations,” *The Fayetteville Observer*, November 2014)
- FTCC was highly ranked for serving military students in 2014
  - Ranked #2 in the nation, “2015 Best for Vets: Career and Technical Colleges” in *Military Times EDGE* Magazine. Ranking was based on college culture, student support, academic policies, academic quality, and financial aid.
  - Military Friendly School by *GI Jobs Magazine*. The designation is given to the top 20% of schools nationwide that deliver the best experience for military students.

### **Federal and State Funding Trend Analysis**

- The Republican Party has gained the majority in both houses. The GOP seized the majority in the upper chamber, unifying control of Congress. It is unclear of the effect that this will have on the economy or Community Colleges.  
([http://www.carolinajournal.com/issues/display\\_story.html?id=11534](http://www.carolinajournal.com/issues/display_story.html?id=11534) – November 5, 2014, by Rick Henderson)
- There is significant enforcement of Title IX from the federal government, White House and Department of Education to reduce sexual violence and harassment on College Campuses. FTCC has implemented policy and procedures to ensure compliance.  
(<http://www.ed.gov/blog/2013/11/addressing-and-preventing-sexual-assault-on-campus/>) and (<http://www.whitehouse.gov/blog/2014/01/22/renewed-call-action-end-rape-and-sexual-assault>, January 22, 2014)
- College students will expect increased financial aid if tuition rates continue to increase. (<http://www.usnews.com/news/articles/2013/10/24/the-rise-in-tuition-is-slowing-but-college-still-costs-more>, October 24, 2013)
- Defunding of social services that provide infrastructure support to education (e.g. free lunch programs, WIC, after school programs, financial aid, child care assistance, etc.) will have a negative effect on the students desiring to return and complete their degrees or work credentials. (“Vouchers gain ground, public education loses in final budget,” *NC Policy Watch*, 7/25/2013)
- The North Carolina Legislature endorsed a bill creating new kinds of high school diplomas and course plans that emphasize vocational or career paths

that do not require a 4-year college degree. The endorsement advises the State Board of Education to issue the new diplomas beginning in the 2014-15 school year. The new diplomas will carry seals endorsing graduates as "career ready," "college ready" or both. The career-ready (not college-ready) residents may decide to continue their education resulting in increased demand for developmental studies and/or basic skills courses. ("McCrary Gets Victory on Diplomas, Technical Education" WNCN, 2014)

- States are spending more on corrections resulting in less money being available to support education. North Carolina's correctional spending increased from \$538 million in 1986 to \$1.7 billion in 2013 (estimate collected by the National Association of State Budget Officers). ("Changing Priorities: State Criminal Justice Reforms and Investments in Education," Center on Budget and Policy Priorities, October 2014)

### III. TECHNOLOGICAL TRENDS AND PLANNING ASSUMPTIONS

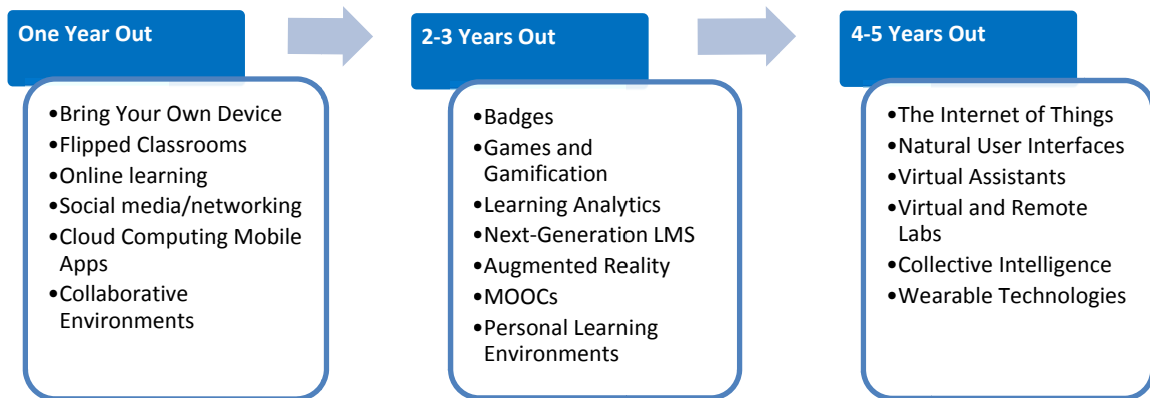
#### **Analysis Summary**

- Community College Classroom Technology
  - 5-Year Technology projections for community colleges
  - Identified technology challenges for community colleges
- Students and Technology
  - Some students are not as technology savvy as we expect
  - Email might not be the best way to communicate with millennial students

#### **Community College Classroom Technology Trend Analysis**

- The College and Career Readiness programs are increasingly becoming automated in response to demand and state regulations, including testing for the GED. ("Changes Set for GED Testing Include Higher Cost," The Fayetteville Observer, September 2013)
- According to the New Media Consortium (NMC) Horizon Project Sector Analysis 2014-2019, the following are the most important technologies for community colleges to consider over the next five years.

**Figure 1: Community College Technologies and Time to Adoption**



- The NMC's (New Medium Consortium) top-ranked challenges expected to be faced at community, technical, and junior colleges (2014-2019) include the following:
  - Faculty training in digital media literacy continues to rise in importance as a key skill in every discipline and profession.
  - Professional development for faculty and staff should focus on processes and practices for incorporation of newer technologies.
  - Colleges should continue to develop plans for increased demand in pre-curriculum courses.

Economic pressures and new models of education are bringing unprecedented competition to the traditional models of education. (*NMB Horizon Report: 2014 Higher Education Edition*, <http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>)

### **Students and Technology**

- Students believe that use of Facebook, Twitter, Instagram, and other forms of social media make them technologically savvy. They are, in fact, not savvy with a majority of technologies or email. FTCC Students must be reminded to check email daily since many of our younger students rely on texting more than email for their daily communications. (“Technology and the College Generation,” *New York Times* 9/27/2013)
- Social media will play an increased role in education, and some social media postings may be positive while others may be negative. FTCC must monitor social media use and instruct faculty, staff and students on how this tool can

be used wisely to assist with timely communications. (“Pros and Cons of Social Media in the Classroom”, Campustechnology.com, accessed 10/30/13)

- The following demonstrates increasing demand for technology-assisted Curriculum and Continuing Education courses at FTCC:

**Table 4: Four-Year Analysis of Technology Assisted Courses at FTCC**

<b>Curriculum</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Internet Classes</b>	<b>1,481</b>	<b>1,624</b>	<b>1705</b>	<b>1,860</b>
<b>Hybrid Classes *</b>	<b>139</b>	<b>205</b>	<b>201</b>	<b>238</b>
<b>Web-Assisted Classes **</b>	<b>942</b>	<b>2,649</b>	<b>2,569</b>	<b>2,635</b>
<b>Other Distance Learning Classes</b>	<b>40</b>	<b>60</b>	<b>73</b>	<b>59</b>
<b>Continuing Education</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
<b>Internet Classes</b>	<b>622</b>	<b>734</b>	<b>742</b>	<b>697</b>

\* A course where the primary delivery is on-line with a requirement that students also meet in traditional face-to-face sessions as determined appropriate by the College.

\*\*A course where the primary delivery is via traditional face-to-face with a requirement that students have Internet access as a supplemental part of the course.

#### **IV. SOCIETAL TRENDS AND PLANNING ASSUMPTIONS**

##### **Analysis Summary**

- Cumberland County demographic projections 2014-2019 may impact FTCC operations
- NC public schools performance may impact operations
- NC public schools will be increasingly digitized and individualized in near future

##### **North Carolina Public Schools**

- Based on the following 2014 state rankings of NC public school students, FTCC may expect to see an increased demand for developmental and/or basic skills courses over the next few years. (October 2014, State Superintendent of Public Instruction)



- 16<sup>th</sup> in percentage of seniors who took at least 1 Advanced Placement exam
  - 18<sup>th</sup> in 4<sup>th</sup> grade math, according to National Assessment of Educational Progress (NAEP)
  - 29<sup>th</sup> in 4<sup>th</sup> grade reading, according to NAEP
  - 23<sup>rd</sup> in 8<sup>th</sup> grade math, according to NAEP
  - 37<sup>th</sup> in 8<sup>th</sup> grade reading, according to NAEP
  - Among the bottom 10 states in per-pupil funding
- Students that graduate from NC public schools over the next five years will be accustomed to learning in an increasingly digitized and personalized environment, according to the NC 2013 Remodeling Plan for Public Education. (February 2013, State Superintendent of Public Instruction)
    - Implement national and computer-adaptive assessments of student learning
    - Implement cloud computing
    - Provide 1:1 digital device for every student, including Bring Your Own Device programs
    - Implement new evaluation system, online learning, and use of analytics by teachers and principals
    - Institute online and “flipped” personalized education for all students
    - Community Colleges as a whole serve more persons with disabilities than any other post-Secondary institution  
([http://nces.ed.gov/das/library/tables\\_listings/showTable2005.asp?popup=true&rt=p&tableID=6949](http://nces.ed.gov/das/library/tables_listings/showTable2005.asp?popup=true&rt=p&tableID=6949))
- According to the American Association of Community Colleges (2014), community colleges need to create a more inclusive and supportive environment for students with disabilities.  
(<http://www.aacc.nche.edu/Resources/aaccprograms/diversity/resourcesgrant/Pages/studentswithdisabilities.aspx>)
    - Increased web accessibility
    - Increased availability of counseling or referral services based on the nature of the impairment
    - Additional assistive technology resources
    - Staff development to address the needs of instructors in the classroom
    - Development of specialized programs for students with special learning needs
- New governmental regulations require higher education to meet the stricter accountability and transparency standards as required by the Gainful Employment Amendment of the Higher Education Act such as:
    - Preventing students from being buried in debt

- More rigorous accountability
  - Providing transparency about student success
  - Improving student outcomes
  - Formalizing an interagency oversight task force
  - Keeping student debt affordable
  - Developing a college ratings system
  - Strengthening oversight of the programs on which our nation’s service members and veteran’s rely (October 30, 2014, “Gainful Employment Arrives,” <https://www.insidehighered.com/news/2014/10/30/final-gainful-employment-rules-drop-loan-default-rate>)
- Cumberland County statistical data project the highest growth among the *Black, Non-Hispanic* group, followed by the *White, Hispanic* Group.

**Table 5: Cumberland County Resident Ethnicity Projections 2014-2019**

Cumberland County Resident Demographic	2014 Population	2019 Population	Change	% Change
Black, Non-Hispanic	118,442	122,049	3,607	3.0%
White, Hispanic	25,664	28,837	3,173	12.4%
Two or More Races, Non-Hispanic	12,167	13,517	1,350	11.1%
Asian, Non-Hispanic	8,206	9,071	865	10.5%
Black, Hispanic	5,812	6,437	625	10.8%
Two or More Races, Hispanic	2,645	3,083	438	16.6%
American Indian or Alaskan Native, Hispanic	1,161	1,439	278	23.9%
Asian, Hispanic	409	456	47	11.5%
Native Hawaiian or Pacific Islander, Hispanic	261	291	30	11.5%
American Indian or Alaskan Native, Non-Hispanic	4,615	4,597	(18)	-0.4%
Native Hawaiian or Pacific Islander, Non-Hispanic	916	878	(38)	-4.1%
White, Non-Hispanic	150,681	149,540	(1,141)	-0.8%
	330,981	340,194	9,216	2.8%

Source: EMSI 2014 (4th Quarter): Residents

- Cumberland County Population age projections show the most growth in the next five years will be those ages 20-24, 35-39, and 65-69, in ranked order. FTCC should design recruitment/marketing efforts to match these changes in potential student groups.

**Table 6: Cumberland County Resident Age Projections 2014-2019**

Demographic	2014 Population	2019 Population	Change	% Change
Under 5 years	27,000	28,206	1,206	4.5%
5 to 9 years	24,081	24,625	544	2.3%
10 to 14 years	22,130	23,022	892	4.0%
15 to 19 years	25,759	23,480	-2,279	-8.8%
20 to 24 years	29,447	33,630	4,183	14.2%
25 to 29 years	29,717	25,375	-4,342	-14.6%
30 to 34 years	25,100	26,682	1,582	6.3%
35 to 39 years	19,327	22,247	2,920	15.1%
40 to 44 years	18,872	17,246	-1,626	-8.6%
45 to 49 years	19,913	18,216	-1,697	-8.5%
50 to 54 years	20,132	19,197	-935	-4.6%
55 to 59 years	18,777	19,086	309	1.6%
60 to 64 years	15,769	17,908	2,139	13.6%
65 to 69 years	12,029	14,734	2,705	22.5%
70 to 74 years	8,768	10,655	1,887	21.5%
75 to 79 years	6,299	7,207	908	14.4%
80 to 84 years	4,421	4,694	273	6.2%
85 years and over	3,441	3,983	542	15.8%
	330,981	340,194	9,211	

Source: EMSI 2014 (4th Quarter): Residents

## EXHIBIT B

### **The Working Mission Statement for North Carolina Community College System**

“The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.”

The mission statement derives from the statutory mission. The State Board of Community Colleges defines the working mission statement as part of its responsibility to focus system resources on North Carolina's current and future educational, economic and societal needs. Within the requirements of NC General Statute 115D, the working mission is dynamic, changing as needed, to reflect changing priorities.

*Revised and adopted September, 2006*

*Last modified: January 8, 2013*

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## EXHIBIT C

### FTCC MISSION STATEMENT

**“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”**

*Approved by the FTCC Board of Trustees February 16, 2009  
Reaffirmed: February 16, 2015*

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## EXHIBIT D

### FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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#### I-5 FTCC PURPOSE STATEMENT

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The purpose of Fayetteville Technical Community College is to provide affordable vocational-technical, business and industry, general education, college transfer, and continuing education programs, which meet the needs and desires of its diverse students and economic development needs for the community. To improve the educational base of society, FTCC encourages life-long learning and strives to prepare students for further workforce and educational experiences.

FTCC identifies the educational needs of applicants and assists students in satisfying these needs at a minimal expense. Each adult who applies will be admitted to a program appropriate to his/her abilities and interests. The College is in partnership with the public school system through College Tech Prep and other programs. Further, agreements with four-year colleges and universities support the educational continuum from high school through the baccalaureate degree.

Curricular programs reflect the changing technical, commercial, industrial, and health needs of Fayetteville, Cumberland County, and surrounding areas. Various curricula offer certificates, diplomas, and associate degrees. As a learning-centered college, FTCC offers courses and programs at times and places convenient to students in a variety of delivery modes. Courses are also available for high school graduates who need additional academic preparation before attempting college work.

FTCC provides instruction in the basic life skills needed to contribute effectively to society. Continuing Education programs are designed to meet specific needs in basic educational competencies, high school completion, upgrading occupational skills, and other avocational or practical skills required for the rapidly changing technological advances in the community.

Approved: FTCC Board of Trustees, April 27, 1992; Approved: FTCC Board of Trustees, February 16, 2009; *Reaffirmed: February 16, 2015*

*Note: The Administrative Procedures Manual publishes the most current official Purpose Statement for FTCC. Any reprint of the FTCC Purpose Statement must use this source, verbatim and in its entirety.*



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## EXHIBIT E

### FTCC Planning Unit Purpose Statements

1. **Administrative Services** - To provide professional and courteous services that meet the needs of students, visitors and employees; to assure proper management and security of college funds, equipment, supplies and facilities, and to support lifelong learning for each student.
2. **Business and Finance** - To provide professional and courteous Business and Finance services that meet the needs of students, vendors and employees; to assure fiscal accountability, proper management and security of college assets and to support the educational programs of the College.
3. **Continuing Education** - To provide students with lifelong learning opportunities and quality educational programs and services designed to meet the needs of individuals, businesses and industries through courses of study in College and Career Readiness (CCR) Program, job and career training, fire/rescue/law enforcement training, avocational pursuits and community service.
4. **Curriculum Programs** - To provide students with quality educational services which will enhance their knowledge and skills through certificate, diploma and associate degree programs and lead to expanded career and educational opportunities; to foster a learning-centered environment not bound by time or place, using technology and distance learning to expand access to education.
5. **Human Resources and Institutional Effectiveness** - To provide human resource and institutional effectiveness/assessment services that include, but are not limited to: One employee classification, compensation, affirmative action, recruitment, selection, succession planning, retention and professional development designed to continuously improve the College's service and support to students and employees of Fayetteville Technical Community College. Two Internal and external research, strategic short and long-range planning, and decision-making support services, in the most cost effective manner, to facilitate the effective and efficient management, teaching and learning processes of the College.
6. **Technology** - To provide learning-centered educational support services to on-campus and distance education students through printed media, audiovisual software, media production and equipment, individualized instruction, reference services, and web-based technologies.
7. **Legal Services and Risk Management** - To oversee, organize and direct

the legal and risk management affairs of the College to include laws governing community colleges, employment, affirmative action, insurance, real estate issues, internal auditing of fiscal, inventory and enrollment systems and health and safety programs. Will provide highly complex and responsible legal assistance to the College President, the Board of Trustees and other members of the College community.

8. **Management Information Services** - To provide computer and communications services to the College through intranet and Internet as well as maintain, install, upgrade and service hardware and software.
9. **FTCC Foundation** - To provide supplementary financial and resource support to the College through professional management of resource development initiatives conducted by the FTCC Foundation staff, Grant Coordinator, and the FTCC Foundation Board; to offer grant-seeking and grant-writing assistance to the College's faculty and staff; and provide service to the FTCC Alumni and the FTCC Alumni Coordinator to fully engage their financial support to the College.
10. **Marketing and Public Relations** - To provide a comprehensive system with which to reach and inform future and current students, alumni and guests about the College through a detailed marketing strategy and targeted executable plan, in concert with a well-defined public relations actionable initiative for all constituencies, using all applicable media resources.
11. **Student Services** - To provide courteous, professional and quality services to the College's diverse student population and the community by promoting and enhancing student satisfaction and success, improving community quality of life, promoting learner-centered services, and enhancing communication with students, faculty and staff.
12. **Workforce Development Board** - To provide an integrated system of training, retraining, and employment for job seekers and employers of Cumberland County to build a globally competitive workforce, and positively influence the economic development of the service region.

## **EXHIBIT F**

### **FTCC Institutional Goals 2014-2019**

- 1. Respond to student and community needs through measurable goals**
- 2. Establish a culture of quality customer service**
- 3. Ensure fiscal responsibility, accountability and financial stability**
- 4. Focus on workforce preparedness to support economic development**

**Originally adopted by the FTCC Board of Trustee, February 16, 2009  
Reaffirmed: February 16, 2015**

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## EXHIBIT G

### NCCCS Performance Measures for Student Success Reported July 2014 (for 2012-2013)

([http://www.nccommunitycolleges.edu/sites/default/files/basic-page/2014\\_performance\\_report\\_5-12-14.pdf](http://www.nccommunitycolleges.edu/sites/default/files/basic-page/2014_performance_report_5-12-14.pdf))

#### NCCCS Performance Measures and Standards, 2013

- A. Basic Skills Student Progress:** Percentage of students who progress as defined by an educational functioning level.

**NCCCS Standard:** At least **20.6% (System Baseline)** of Basic Skills students will progress by an educational functioning level. **(College Mean: 41.3%/System Goal 51.2%)**

- B. GED Diploma Passing Rate:** Percentage of students taking at least one GED test during a program year who receives a GED diploma during the program year.

**NCCCS Standard:** Students taking at least one GED test during a program year, **49.3% (System Baseline)** will receive a GED diploma during that year. **(College Mean: 73.6%/System Goal 82.0%)**

- C. Developmental Student Success Rate in College-Level English Courses:** Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a grade of “C” or better upon the first attempt.

**NCCCS Standard:** At least **45.2% (System Baseline)** of previous developmental English and/or reading students will successfully complete a credit English course with a grade of “P”, “C” or better upon the first attempt. **(College Mean: 64.4%/System Goal 74.9%)**

- D. Developmental Student Success Rate in College-Level Math Courses:** Percentage of previous developmental math students who successfully complete a credit math course with a “C” or better upon the first attempt.

**NCCCS Standard:** At least **47.5% (System Baseline)** of previous developmental math students will successfully complete a credit math course with a grade of “C” or better upon the first attempt. **(College Mean: 64.4%/System Goal 75.4%)**

- E. First Year Progression:** Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete (“P”, “C” or better) at least twelve of those hours.

**NCCCS Standard:** At least **53.2% (Baseline)** of first-time fall credential-seeking students who attempt at least twelve hours within their first academic year will successfully complete

("P", "C" or better) at least twelve of those hours. **(College Mean: 68.3%/System Goal 74.6%)**

**F. Curriculum Completion:** Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years.

**NCCCS Standard:** At least **28.6% (System Baseline)** of first-time fall credential-seeking students will graduate, transfer, or still be enrolled with 36 hours after six years. **(College Mean: 43.6%/System Goal 45.6%)**

**G. Licensure and Certification Passing Rate:** Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

**NCCCS Standard:** The aggregate passing rate of first time test-takers on licensure and certification exams will be at least **71.0% (System Baseline)**. **(College Mean: 83.3%/System Goal 91.7%)**

**H. College Transfer Performance:** Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

**NCCCS Standard:** At least **71.2% (System Baseline)** of associate degree completers and students who have completed 30 or more credit hours and transferred to a four-year university or college will earn a GPA of 2.0 after two consecutive semesters. **(College Mean: 87.8%/System Goal 93.8%)**

## EXHIBIT H

### Fill-In Forms

- 1. End of Year Report On Institutional Performance Measures for Student Success**  
(see Fill-In Forms E-30 Online for most recent version  
([http://www.faytechcc.edu/institutional\\_effectiveness/stafffacultyfillinforms.aspx#E](http://www.faytechcc.edu/institutional_effectiveness/stafffacultyfillinforms.aspx#E))
- 2. Annual Program Review for Academic Year Fall 2011-Spring 2012**  
(see Fill-In Forms A-28 Online for most recent version  
([http://www.faytechcc.edu/institutional\\_effectiveness/stafffacultyfillinforms.aspx#A](http://www.faytechcc.edu/institutional_effectiveness/stafffacultyfillinforms.aspx#A))



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## EXHIBIT I

### DECISION PACKAGES

#### **Budget Decision Packages**

One of the criteria for assessing the utility of an organization's planning process is the extent to which the planning process is tied to the budgeting process. Budget decision packages are a logical interface between the College's **Strategic Plan** assessment outcomes, and the resources needed to accomplish the plan.

Four separate forms have been developed -- one each for **equipment, salary, facilities, and other costs**. **Facilities forms should be provided for a five-year period; all other forms are provided only for the upcoming year's projected needs.**

Note: Supervisors may prefer to limit the number of forms completed for priorities from departments in the initial planning stages. Additional forms may be completed later, if necessary. [Blank forms can be accessed on the HR/IE website.](#)

#### **Equipment Decision Package - Form E-5**

If equipment expenses for the next academic year are expected to exceed the current year's equipment budget, an Equipment Decision Package Form must be completed for those items exceeding the budgeted amount. (More than one item may be included in an equipment decision package, e.g., lab situations where stations include several items of equipment and several stations are necessary.)

#### **Salary Decision Package - Form S-1**

The Salary Decision Package Form must be completed for all proposed additional positions for the next academic year that are not funded under the current budget. For the most part, these additional positions will be new positions. An example of a situation for which a salary decision package would not need to be completed is filling a faculty or staff position when a faculty or staff member resigns. If that position is to be filled for the next academic year, a form does not need to be completed. However, if the funding for that position is going to be used to fund a different position, then a salary decision package must be completed.

#### **Facilities Decision Package - Form F-2**

All new construction or renovations proposed for the five-year planning cycle must be placed on a Facilities Decision Package Form. Because of the nature of

facilities planning and budgeting, it is very seldom that construction/renovation is planned only one year ahead of time. There is a block on the form, which allows for the time frame to be indicated.

### **"Other" Operating Expense Decision Package - Form E-15**

This decision package is to be used for exceptional rather than routine "other costs" items. Examples of what would be included as exceptional costs are the large increases in printing required in preparation for the SACSCOC visit, or the advertising requirements for a new academic program.

### **Grant Opportunities - Form G-2**

When a need is identified which requires funding not available from the College, the Grant Decision Package should be completed and forwarded through appropriate channels to the Institutional Advancement Development office for consideration of available grants.

### **Critical Needs Form - Form O-1**

The Critical Needs Form is used in the projection of long-range (five plus years) needs in the areas of personnel, facilities and equipment provided by all planning units. This form is due in June of each year and is required as a part of institutional Strategic Plan updating process.

### **Use of the Forms**

Use a few "rules of thumb" for these decision package forms.

1. The amounts requested must be shown in the *Strategic Plan* next to the activity, which requires this additional funding.
2. Any additional funding requested for next year which exceeds this year's budget must be placed on one of the budget forms.
3. These forms (except the facilities decision package) are to be filled out only for the next academic year. (Because of the nature of facilities planning, the budget decision package for facilities is to be filled out for any projected new construction or renovation over a five-year period.)

Once all budget decision packages are received, requests are placed on a Strategic Prioritization List. For example: In Curriculum Programs each Department Chairperson prioritizes the budget requests for next year and then sends the forms to the appropriate Division Chairperson for approval. The Division Chair then forwards the request to the appropriate Dean. The Deans then meet and, using a consensus approach, prioritize all budget requests sent to them. This consensus approach continues with the forms being sent on to the appropriate Associate Vice President. The Associate Vice Presidents and Deans meet to determine priorities. Then, the Associate Vice Presidents meet with the

Senior Vice President for Academic and Student Services. Finally, the Vice Presidents meet with the President to finalize the budget for the upcoming year.

The highest priority should be placed on budget decision items that lead to increased student learning outcomes and directly support the FTCC mission/purpose statement and institutional goals.

- \* **Fill-in forms associated with requirements in the Planning Guide are available on the HR/IE website. Always refer to the website for the most recent version of the fill-in forms/templates (Exhibit H).**

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## EXHIBIT J

### FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE GENERAL EDUCATION CORE COMPETENCIES

FTCC provides programs to meet the technical, vocational, and general education needs of its students and the surrounding community. Graduates of FTCC, regardless of program area, should possess a common core of general education competencies that promote success in the work place, facilitate the learning of technical skills, and ease the transition to further higher education. Achievement of these core competencies should also serve to enhance quality of life. In reviewing the required courses for all degree and diploma programs at the College, certain commonly embedded competencies within the general education core have been identified. These core competencies are defined as follows.

- Communicate effectively using the conventions of American Standard English in professional and academic environments.
- Use critical thinking to analyze problems and make logical decisions.
- Demonstrate socialization skills that support cultural awareness and a global perspective.
- Demonstrate quantitative competencies.
- Demonstrate computer literacy.

*Approval by the FTCC Board of Trustees, February 20, 2012  
Reaffirmed: February 16, 2015*