

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Office of the President *As of: 1/21/2016 08:53 AM EST*

Mission / Purpose

The purpose of the Office of the President of Fayetteville Technical Community College is to provide leadership that ensures student and institutional success, promotes effectiveness and efficiency of college operations, and supports the mission of the college.

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans

O/O 1: Random Review of Academic Program and Service Support Assessment Plans

The President will randomly select and review four academic program and four service-support assessment plans. This review will include the quality, effectiveness, and evidence of FTCC's assessment protocols in the following assessment plan components:

- (1) Planning Unit's Mission/Purpose
- (2) Intended Outcomes
- (3) Measures and Achievement Target(s)
- (4) Findings (and if applicable Action Plans)
- (5) Supporting evidence/documentation placed in the Document Repository
- (6) Evidence of planning unit's use of findings as they begin a new assessment cycle.

Relevant Associations:

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

- 1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually.
- 11 Create and administer a professional development program to support academic quality for student success.
- 18 Create an effective Instructional Leaders course.
- 20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.
- 23 Educate all employees on functions and activities of College departments to minimize referrals.
- 28 Create and implement incentive program to recognize employees that excel in providing customer service.
- 29 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support.
- 30 Create and deliver professional development classes to educate employees on quality customer services standards and expectations.
- 31 Promote equal employment opportunities in all aspects of the hiring process. Ensure one DDI targeted selection STAR criteria evaluates customer service orientation of all prospective candidates.
- 38 Communicate with all levels of the College to stay abreast of the future needs of the community and forecast future funding needed to meet these needs.
- 42 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 51 Provide a safe and secure learning environment.

Related Measures

M 1: Random Review of Academic Program and Service Support Assessment Plans

What: The President will randomly select four educational programs and four service-support assessment plans for his personal examination from the 2013-14 assessment cycle. His review will include an analysis of the planning unit's intended outcomes, measures, findings, action plans, and responses to analysis questions as reported in WEAVEonline Detailed Assessment Report (DAR).

Why: The review of these assessment plans provides indicators of the College's overall health in assessment processes and also demonstrates the specific rubrics and metrics used by assessment units as they continually monitor the quality, efficiency, and effectiveness of their internal assessment processes. It is important that academic program areas and service-support areas continue to understand that their work in assessment planning is subject to personal review by the President and other members of the President's Executive Council. The President is fully committed to the assessment process and uses these randomly selected plans as a sample measurement of the quality of assessment activities ongoing within the many planning units of the College.

How: The President will review the WEAVEonline Detailed Assessment Report from each of the randomly selected entities. The review includes a complete analysis of the assessment protocols employed by the assessment unit and how those units intend to use the results of their assessment for future program/service-support area improvements. Results of his review will be shared with the assessment unit membership and the assessment unit's chain of

command.

When: In Fall 2014, the President will randomly select four academic programs and four service-support activities for review of their 2013-14 detailed assessment report (DARs) housed in WEAVEonline. In Spring 2015, the President will prepare a report of his review findings and share that report with the supervisory chain of the randomly selected assessment units. The President will also randomly select 8 assessment plans in Summer 2015 to verify timely close-outs of the 2014-15 plans.

Who: College President, VP for Human Resources, Workforce Development and Institutional Effectiveness, Director of Institutional Effectiveness.

Source of Evidence: Document Analysis

Target:

88% of the eight randomly selected assessment plans will demonstrate compliance with assessment protocols of the College by including well written and measurable outcomes and measures, achievement targets, findings (and if applicable action plans), analysis questions/answers and posting of necessary supporting documentation in the WEAVEonline document repository.

Reporting Finding (2014-2015) - Target: Met

This year the President personally reviewed five academic program assessment plans and five support unit assessment plans (with associated documents) to evaluate the effectiveness of assessment activity within the College. The review of the assessment plans indicated that 100% provided a perspective that the College has adopted a culture of assessment and ongoing improvement stemming from results in student learning outcomes and measurable targets.

Connected Document

[Programs and Support Areas Assessed \(2013-14\)](#)

Reporting Finding (2013-2014) - Target: Met

This year the President personally reviewed five academic program assessment plans and five support unit assessment plans (with associated documents) to evaluate the effectiveness of assessment activity within the College. The review of the assessment plans indicated that 100% provided a perspective that the College has adopted a culture of assessment and ongoing improvement stemming from results in student learning outcomes and measurable targets.

Connected Document

Reporting Finding (2012-2013) - Target: Met

This year the President personally reviewed five academic program assessment plans and five support unit assessment plans (with associated documents) to evaluate the effectiveness of assessment activity within the College. The review of the assessment plans indicated that 100% provided a perspective that the College has adopted a culture of assessment and ongoing improvement stemming from results in student learning outcomes and measurable targets.

Connected Documents

[AVP of Curriculum Programs](#)

Reporting Finding (2011-2012) - Target: Met

This year the President personally reviewed 13 academic program assessment plans and 5 support unit assessment plans (with associated documents) to evaluate the effectiveness of assessment activity within the College. The review of the assessment plans indicated that 100% provided a perspective that the College has adopted a culture of assessment and ongoing improvement stemming from results in student learning outcomes and support objectives, measures, and targets.

Connected Document

Reporting Finding (2010-2011) - Target: Met

The President personally reviewed 7 academic program assessment plans and 6 support unit assessment plans (with associated documents) to evaluate the effectiveness of assessment activity within the College. The review of the assessment plans indicated that 92% provided a perspective that the College has adopted a culture of assessment and most planning units are seeing active results in student learning outcomes as a result of the assessment process.

Connected Document

[President's Review of Random Assessment Plans from 2009-10](#)

O/O 2: Quality of Workforce Development Instruction

The President will personally validate that the scope and quality of workforce development courses offered at FTCC. This validation will be conducted to ensure FTCC course offerings continue to meet the needs of College partners from local organizations, businesses, and governmental agencies. Courses offered should meet local needs related to regional economic development initiatives.

Relevant Associations:

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

- 3 Partner with community organizations to connect students to potential employers.
- 4 Engage stakeholders to develop and expand College funding opportunities melding community and student needs.
- 13 Maintain memberships in relevant professional organizations and groups.
- 16 Encourage Return to Industry Training.
- 19 Increase Co-op and intern work opportunities for students.
- 48 Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum.

Related Measures

M 2: Quality of Workforce Development Instruction

What: The President will monitor the constantly changing needs of the workforce in the College's service area by seeking opportunities to match the training needs from local employers and regional partners. As the College works closer with local employers and local governmental leaders it is anticipated that new regional economic development initiatives will be identified and acted upon expanding FTCC's reach into the community. Expanded partnerships are also anticipated as more organizations begin to take advantage of the workforce development capabilities of the College. To ensure support to College partners, the President will monitor interactions and educational commitments made to business leaders and other workforce development partners.

Why: The workforce development needs of local employers are rapidly changing in order for them to remain competitive in a global environment. The College mission reflects a need to match instructional outcomes to the changing needs of our local, state and national employers. Increased emphasis will be placed on positioning the College to assist local employers with targeted training from a variety of service area partners, including the academic units of the College.

How/When: In the Fall 2014 and Spring 2015 semesters, the College will engage in processes to identify positive and negative trends to support changes required in the 2015-2016 assessment cycles enhancing FTCC's support to workforce development in the local region.

Who: President, Associate Vice-President for Continuing Education Programs, Senior Vice-President for Academic and Student Services, Academic Deans, Vice-President for Human Resources, Workforce Development and Institutional Effectiveness, Director of Institutional Effectiveness.

Source of Evidence: Service Quality

Target:

In Spring 2015, a survey of business leaders will be administered to measure employer satisfaction rates. At least 80% of those surveyed will report being either satisfied or highly satisfied in the quality of FTCC graduates.

Reporting Finding (2014-2015) - Target: Met

The FTCC Employer Survey indicated a 97.7% satisfaction rate, which surpasses the goal of 80% established for this assessment cycle. The survey is available online at the FTCC Institutional Effectiveness website and within the Document Management section.

Connected Document

[2015 Employer Survey](#)

Reporting Finding (2013-2014) - Target: Met

The FTCC Employer Survey indicated a 96.3% satisfaction rate, which surpasses the goal of 80% established for this assessment cycle. The survey is available online at the FTCC Institutional Effectiveness website and within the Document Management section.

Connected Document

Reporting Finding (2012-2013) - Target: Met

An assessment of the Workforce Development Board/Center activities in preparation for the County Commissioners' briefing found that the Center has not only increased effectiveness and efficiency but is poised for even greater accomplishments in the coming strategic cycle. Accomplishments this cycle included such things as decreasing the cost of per participant cost from \$2000 to \$500 per client and expanding the number of partnerships with the Library and Parks and Recreation Centers across the County. For this first time, customers residing in remote regions of the County now have access to services close to their residence and do not have to find transportation to downtown Fayetteville to access such services. The Center also successfully passed a State-level audit during the cycle year. Specific accomplishments beyond those in this finding can be reviewed by going to the document management section and clicking on the County Commissioner's briefing. This achievement target was fully met.

Connected Document

[Workforce Development Center 2012-13](#)

Reporting Finding (2011-2012) - Target: Met

This outcome was fully met with the following new partnerships during the assessment cycle: 1. The Workforce Development Center staff coordinated and established a partnership with the Cumberland County Parks & Recreation Division to take Workforce Development Services to the remote regions of the county to support residents without transportation capabilities. 2. Workforce Development Center partnered with ACT and FTCC providing career readiness certification training to increase the employability of their clients. All new clients (100%) are enrolled during their orientation. 3. Get Not Out of Your Life Literacy Partnership, which is a partnership of five regional agencies and under the control of the former BRAC Office, is a collaborative team effort to enhance literacy education across the local area to prepare local citizens academically to meet the changing workforce demands in the local region.

Reporting Finding (2010-2011) - Target: Met

This outcome was fully met with the following new partnerships during the assessment cycle:

1. Establishments of the Special Warfare Center College (SWCS) as a means for students in special warfare training to receive their associates degree simultaneously with their attendance to the special forces training. This program has already assisted over 300 soldiers with the pursuit of their academic goals and supports the assessment achievement target of creating new partnerships to meet the training needs of local employers.
2. Transfer of the Workforce Development Board from Cumberland County to FTCC as a means of better alignment of workforce development activities to meet the local employers' training needs. The Workforce Development Center successfully transferred from Cumberland County to FTCC on July 1, 2011 and will be engaging in numerous initiatives over the coming assessment cycle to enhance the number of services provided to local employers.
3. Get Not Out of Your Life Literacy Partnership which is a partnership of five regional agencies, under the

control of the former BRAC Office, in a collaborative team effort to enhance literacy education across the local area to prepare local citizens academically to meet the changing workforce demands in the local region.

O/O 3: Funding Sources for Promoting Technology

The President will evaluate the funding sources that promote the use of technology in workforce development classes to meet the increasing technological goals and objectives for employers in the College's service area.

Relevant Associations:

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

- 2 Use the Educational TV channel to provide timely information/programming to the community.
- 24 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines.
- 39 Standardize technology across the campus to reduce maintenance cost and maximize replacement parts.
- 40 Cascade technology when replacements are made to reduce cost.

Related Measures

M 3: Funding Sources for Promoting Technology

What: Increased knowledge in the use of technology is required to meet the increasing demand for a skilled, educated, and competitive workforce. To meet this technological demand, the College must expand the use of alternative instruction delivery methods to our students and encourage students to learn/use technology to the fullest extent possible. The College will use advanced instructional technologies, such as Interactive 3-Dimensional technologies, to the fullest extent possible to enhance student interest in technological tools leading to a more effective and efficient 21st Century workforce. The President will encourage the expanded use of technologies in the classroom and will assess revenue sources for technology-related education/programs and target funding towards industry-specific courses and certifications. Baseline data for this outcome was collected in 2008-2009 and measured again in subsequent assessment cycles to identify trends in revenue funding for technology. This data will continue to be collected in 2014-2015 assessment cycle. In June 2015, funding for technology will be assessed for the 2014-2015 academic year and compared to the funding sources for the previous three years to continue this trend analysis to identify possible improvement activities for later assessment cycles.

Why: Global competition for jobs requires that FTCC graduates become technology experts within their chosen field of study, using the most up-to-date technology tools as possible. Revenue sources for new technologies are becoming harder to obtain based on the current economic situation and requires close monitoring to ensure the College is able to apply for as many available funding opportunities as possible. Keeping the College's technology at "state of the art" level requires close assessment and the development of new partnerships with business and industry to supplement technology funding beyond state appropriations. Based on the increased emphasis on technological skills needed in the workplace, it is important that all faculty and staff embrace the use of technology in their classrooms to spark continued interest by students to learn up-to-date technologies that will assist them when they graduate and seek employment.

How/When: The Vice-President for Technology will monitor the College's funding sources and seek new opportunities for expanded funding. The Vice-President for Technology will work closely with the Executive Director of Marketing and Public Relations, and create a matrix that identifies technology-related funding sources from the previous assessment cycle and incorporates new funding sources made available to the College during the 2014-2015 assessment cycle. The College will increase efforts to expand the number of grants applications related to technology related instruction, training and equipment. The matrix will include those new grant submissions to substantiate an audit trail of the new revenue sources that were applied for and/or approved during the 2014-2015 assessment cycle. In late Spring 2015, the Vice-President for Technology will provide the President with the updated matrix of technology-related funding sources along with any recommendations for improvement based on the findings identified from analysis of the data in the matrix.

Who: President, Vice-President for Technology, Executive Director of Marketing and Public Relations, and the Vice-President of Human Resources, Workforce Development and Institutional Effectiveness.

Source of Evidence: Administrative measure - other

Target:

The College will identify at least five new opportunities for technology-related funding and make application for those funds during the 2014-2015 assessment cycle. The achievement target is to ensure that funding sources do not decline due to current economic conditions by locating new sources of revenue to replace current funding sources which may discontinue in the new assessment year. Funding levels during the 2014-2015 assessment cycle related to technology-related training and equipment will remain at current or higher levels when compared to the matrix prepared during the previous assessment cycle.

Reporting Finding (2014-2015) - Target: Partially Met

This outcome was partially met with the submission of multiple grant applications related to technology funding but fewer than five applications were specifically targeted for technology. A listing of those grant submissions, both funded and unfunded, is posted to the document repository. Please refer to the connected matrix.

Connected Document

[Grants 2014-2015](#)

Reporting Finding (2013-2014) - Target: Met

This outcome was met with the submission of multiple grant applications related to technology funding. A listing of those grant submissions, both funded and unfunded, is posted to the document repository. Please refer to the connected matrix.

Connected Document

[Reporting Finding \(2012-2013\) - Target: Met](#)

This outcome was met with the submission of multiple grant applications related to technology funding. A listing of those grant submissions, both funded and unfunded, is posted to the document repository. Please refer to the connected matrix.

Connected Document

[Grant Funding 2012-13](#)

Reporting Finding (2011-2012) - Target: Met

FTCC met the standard by submitting seven (7) grant proposals totaling \$555,079 in requested funds supporting technology. Most of these proposals are pending consideration by funders at the time of closeout of the assessment cycle. However, we have received confirmation of funding for some of the proposals in the amount of \$65,280. This outcome will continue to be monitored in the next assessment cycle.

Connected Document

Reporting Finding (2010-2011) - Target: Met

This outcome was met with the submission of multiple grant applications related to technology funding. A listing of those grant submissions, both funded and unfunded, is posted to the document repository with technology focused grants highlighted in yellow.

Related Action Plans (by Established cycle, then alpha):

Grant Funding

Established in Cycle: 2014-2015

Due to a change regarding the strategy of grant funding opportunities, the College decided to pursue additional funding related ...

For full information, see the *Details of Action Plans* section of this report.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Grant Funding

Due to a change regarding the strategy of grant funding opportunities, the College decided to pursue additional funding related to support services and curricular programs of study. Additional funding from the government was directly aimed at specific populations of students, such as first-generation, low income, and veteran's. There were fewer grant opportunities related to technology.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Funding Sources for Promoting Technology | **Outcome/Objective:** Funding Sources for Promoting Technology

Implementation Description: Going forward, the College will identify those grant opportunities that support student learning, support services, or specific curriculum programs of study.

Projected Completion Date: 06/2016

Responsible Person/Group: Senior Vice-President for Academic and Student Services, Grant Coordinator

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

Assessment processes allows for continued monitoring of improvement activities throughout the year that can easily be put aside with the many other administrative and academic demands. WEAVEonline Assessment Management reports allow senior supervisors to check the status of assessment plans across the College in a matter of minutes and continually monitor assessment processes throughout the year.

What were the weaknesses of your assessment process?

Developing quality assessments takes time which is very limited with other daily requirements of a large community college. However, the assessment process within WEAVEonline provides a mechanism to monitor assessment processes across the college, and thereby save valuable time for the many supervisors engaged in assessment monitoring, implementation and follow-up actions.

What was learned as a result of your assessment process?

Adopting the culture of assessment as an ongoing activity provides quality results in the educational process to better meet the needs of students and enhance the student's chance for success. Both faculty and staff adopted the assessment protocols and processes resulting in a College-wide focus towards continual quality improvements.

How will what was learned impact the direction and emphasis of your academic or support unit?

Continual reinforcement of the benefits of assessment will continue to be offered to ensure new faculty and staff quickly adopt the culture of assessment. This will ensure the process remains viable and effective as current faculty and staff transition from the College and are replaced. Due to the value of assessments, annual professional development seminars will be offered and basics of assessment, which have been incorporated into new hire orientation sessions, will continue.