

# Fayetteville Technical Community College

## Detailed Assessment Report 2013-2014 Collision Repair & Refinishing Technology As of: 8/20/2016 01:22 PM EST

### Mission / Purpose

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The Auto Body Repair curriculum provides training in the use of equipment and materials of the auto body repair trade. Students study the construction of the automobile body and technique of auto body repairing, rebuilding and refinishing. Graduates of the curriculum should qualify for entry-level employment with franchised or independent garages or they may become self-employed.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Reporting Findings, and Action Plans

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#### **SLO 1: Refinishing Procedures, Primers**

Students will use information to explain the difference in primers (self-etch, primer-surfacer, sealer, and adhesion promoter) and when each should be used before painting.

#### Relevant Associations:

##### **General Education/Core Curriculum Associations**

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

##### **Institutional Goals Associations**

- 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.

##### **Strategic Objectives Associations**

###### **FTCC**

- 3 Partner with community organizations to connect students to potential employers.
- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 19 Increase Co-op and intern work opportunities for students.

### Related Measures

#### **M 1: Refinishing Procedures, Primers**

Why: Auto body repair technicians working in any auto body shop must repair the protective coatings on vehicles to return the vehicle to industry standards of protection. What and how: Students in AUB-111, will be tested in the classroom and observed demonstrating "hands-on" techniques in the shop, while using information to analyze and determine which undercoatings should be used to return the vehicle to factory standards. Students will be graded on their ability prepare, select, and apply the appropriate undercoatings in the proper sequence to repair the vehicles protective coating. When and who: The instructor and program coordinator will analyze tests and lab grades at the completion of the semester. Results are due no later than June 30, 2014.

Source of Evidence: Standardized test of subject matter knowledge

#### **Connected Documents**

- [AUB-111 FINAL EXAM](#)
- [AUB-111 MID TERM](#)
- [Autobody Assessment Rubric](#)

#### **Target:**

80% of students will score a 75 or better on each classroom test. 85% of students will accurately and successfully prepare, select, and apply the appropriate undercoatings on a vehicle.

#### **Reporting Finding (2013-2014) - Target: Partially Met**

Less than 80% of students scored 75 or better on each classroom test. More than 85% of students did accurately and successfully prepare, select, and apply the appropriate under-coatings on a vehicle.

#### **Connected Document**

- [AUB-111 FALL13 WEAVE RESULTS](#)

#### **Reporting Finding (2012-2013) - Target: Partially Met**

Only 75% of class scored 75 or better on each classroom exam. 90% of student accurately and successfully selected, prepared and applied the appropriate undercoating on a vehicle.

#### **Reporting Finding (2011-2012) - Target: Not Met**

Only 73% of students passed their written exams with a 75 or higher. Only 81% of students successfully completed the undercoating procedures.

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

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

### Shorter Exams

Established in Cycle: 2013-2014

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to b...

### SLO 2: Fiberglass Repair

Students will use the proper tools and equipment to properly evaluate and repair a damaged fiberglass panel.

#### Relevant Associations:

##### General Education/Core Curriculum Associations

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

##### Institutional Goals Associations

- 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.

##### Strategic Objectives Associations

###### FTCC

- 3 Partner with community organizations to connect students to potential employers.
- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 19 Increase Co-op and intern work opportunities for students.
- 52 Provide a safe and secure learning environment.
- 54 Provide well maintained and safe campuses demonstrating our pride in FTCC.

#### Related Measures

##### M 2: Fiberglass Repair

Why: Auto body repair technicians working in any auto body repair shop must be able to repair cars with fiberglass and SMC (sheet molded compounds) panels. What and how: Students in AUB-121, will be tested in the classroom and observed demonstrating "hands-on" in the shop, while making repairs to fiberglass and/or SMC panels. Students will be graded on their ability to analyze and properly repair a damaged fiberglass and/or SMC panel utilizing the proper tools and equipment. When and who: The instructor and program coordinator will analyze tests and lab grades at the completion of the semester. Results are due no later than June 30, 2014.

Source of Evidence: Standardized test of subject matter knowledge

##### Connected Documents

[AUB-121 FINAL EXAM](#)

[AUB-121 MID TERM](#)

[Autobody Assessment Rubric](#)

##### Target:

80% of students will score a 75 or better on each classroom test. 85% of students will accurately and successfully complete a fiberglass/SMC panel repair.

##### Reporting Finding (2013-2014) - Target: Partially Met

Less than 80% of students scored a 75 or better on each classroom test. More than 85% of students accurately and successfully completed a fiberglass/SMC panel repair.

##### Connected Document

[AUB-121 FALL13 WEAVE RESULTS](#)

##### Reporting Finding (2012-2013) - Target: Partially Met

Only 60% of students scored a 75 or better on each classroom test. 100% of students accurately and successfully completed a fiberglass/SMC panel repair.

##### Reporting Finding (2011-2012) - Target: Not Met

Only 70% of students passed their written exams with an 75 or higher. Only 78% of students successfully completed a fiberglass/SMC panel repair.

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

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

### Shorter Exams

Established in Cycle: 2013-2014

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to b...

### SLO 3: Frame Damage Repair

Students will analyze computerized information from a damaged vehicle analysis to determine a sequenced pulling plan to repair damage on a uni-body framed vehicle.

#### Relevant Associations:

##### General Education/Core Curriculum Associations

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

5 Demonstrate computer literacy.

#### **Institutional Goals Associations**

- 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.

#### **Strategic Objectives Associations**

##### **FTCC**

- 3 Partner with community organizations to connect students to potential employers.
- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 19 Increase Co-op and intern work opportunities for students.
- 52 Provide a safe and secure learning environment.

#### **Related Measures**

##### **M 3: Frame Damage Repair**

Why: Auto body repair technicians must be able to use computerized information from a damaged vehicle analysis to determine a sequenced pulling plan to repair damage on a uni-body framed vehicle. What and How: Students in AUB-131, will be tested in the classroom and observed demonstrating "hands-on" in the shop, while conducting a pulling sequence. Students will be graded on their ability to analyze and properly prepare and conduct a pulling sequence using the appropriate computer information and pulling techniques. When and Who: The Instructor and Program Coordinator will analyze tests and lab grades at the completion of the semester. Results are due no later than June 30, 2014.

Source of Evidence: Project, either individual or group

##### **Connected Documents**

- [AUB-131 FINAL EXAM](#)
- [AUB-131 MID TERM](#)
- [Autobody Assessment Rubric](#)

##### **Target:**

80% of students will score a 75 or better on each classroom test. 85% of students will accurately and successfully complete a planned pulling sequence on a uni-body frame vehicle.

##### **Reporting Finding (2013-2014) - Target: Partially Met**

Less than 80% of students scored a 75 or better on each classroom test. More than 85% of students accurately and successfully completed a planned pulling sequence on a uni-body vehicle.

##### **Connected Document**

- [AUB-131 FALL13 WEAVE RESULTS](#)

##### **Reporting Finding (2012-2013) - Target: Not Met**

Only 75% of students passed their written exams with a 75 or higher. Only 79% of students successfully completed a planned pulling sequence on a uni-body framed vehicle.

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

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

##### **Shorter Exams**

*Established in Cycle:* 2013-2014

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to b...

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

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##### **Action Plan**

To improve by 20% towards the goal of 77% next year. Make a check list for each tasks for the students.

**Established in Cycle:** 2008-2009

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** 08/2009-08/2010

**Projected Completion Date:** 07/2009

##### **Action Plan**

To improve by 25% towards goal next year of 77% . Make a check list for the students so they can follow their progress.

**Established in Cycle:** 2008-2009

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** 08/2009 - 08/2010

**Projected Completion Date:** 07/2009

##### **Improved evaluation system and information gathering**

The Department needs to develop a more detailed evaluation system in the shop to determine who successfully completes the tasks. More hands-on training is needed for the students to establish their painting style. More effort is needed for the students to improve their test scores. The information for all sections of the class need to be available for a true evaluation of the overall program. Also, new EPA regulations require additional training for all students that will be included in the new training procedures.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** The new evaluation and information gathering system will begin with the Fall 2010 classes in August 2010.

**Responsible Person/Group:** Auto Body Program Coordinator and Instructors

**Additional Resources:** New spray equipment and additional vehicles needing painting.

#### **Improved evaluation system and information gathering**

The Department needs to develop a more detailed evaluation system in the shop to determine who successfully completes the tasks. A greater variety of vehicle damage could help the hands-on evaluation. More effort is needed for the students to improve their test scores. The information for all sections of the class needs to be available for a true evaluation of the overall program.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** The new evaluation and information gathering system will begin with the Fall 2010 classes in August 2010.

**Responsible Person/Group:** Auto Body Program Coordinator and Instructors

**Additional Resources:** Variety in the types of vehicle damages.

#### **Improved evaluation system and information gathering**

The Department needs to develop a more detailed evaluation system in the shop to determine who successfully completes the tasks. An increase in the number of vehicles needing evaluation and repair is needed in order for the students to have more hands-on training and a greater variety of vehicles and damage evaluations. More effort is needed for the students to improve their test scores. The information for all sections of the class need to be available for a true evaluation of the overall program.

**Established in Cycle:** 2009-2010

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** The new evaluation and information gathering system will begin with the Fall 2010 classes in August 2010.

**Projected Completion Date:** 12/2010

**Responsible Person/Group:** Auto Body Program Coordinator and Instructors

**Additional Resources:** More vehicles that have received structural damage to be evaluated and repaired.

#### **Fiberglass/SMC Repair**

More hands-on repair and evaluation on fiberglass/SMC repairs are needed to ensure that students are given the opportunity to successfully complete the required repairs.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Students will be given more opportunities to make repairs to fiberglass/SMC panels.

**Responsible Person/Group:** Instructor/Program Coordinator

**Additional Resources:** More fiberglass/SMC panels.

#### **Undercoating procedures**

More hands-on training and evaluation are needed to ensure that students have ample time and opportunities to make the correct preparations, selection, and the appropriate spraying techniques for the undercoatings on a vehicle.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Students will have more opportunities to prepare, select, and apply undercoatings

**Responsible Person/Group:** Instructor/Program Coordinator

**Additional Resources:** None

#### **Additional application selection processes**

Students will be given additional instruction in the proper selection, application processes for undercoatings.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Instructors will introduce additional instruction through readings and student hand outs to supplement current instruction.

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** Program Coordinator/Instructors

**Additional Resources:** Supplemental information for students

#### **Fiberglass/SMC Panel Repair**

Additional instruction on methods of fiberglass/SMC repairs is needed to improve student knowledge. Additional readings and instruction will be added.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Students will be given additional reading and instructional support in order to better comprehend the learning objectives.

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** Program Coordinator/Instructors

**Additional Resources:** Supplemental readings and instruction materials

#### **Planned pulling sequence**

Additional work on frame damage repair is needed to ensure that students are given sufficient examples of pulling procedures.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Students will be given additional damage set-ups to demonstrate proper pulling

sequences. Set up and measuring the damage to determine direction and extent of damage.

**Responsible Person/Group:** Program Coordinator/Instructors

**Additional Resources:** Supplemental reading and resources.

#### **Shorter Exams**

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to be made up with more exams or quizzes.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Refinishing Procedures, Primers | **Outcome/Objective:** Refinishing Procedures, Primers

**Implementation Description:** During the Fall 2014 Semester quizzes and shorter exams will be offered.

**Responsible Person/Group:** Instructors

**Additional Resources:** None

#### **Shorter Exams**

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to be made up with more exams or quizzes.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Fiberglass Repair | **Outcome/Objective:** Fiberglass Repair

**Implementation Description:** Quizzes and shorter exams will be offered in the Fall 2014 Semester

**Responsible Person/Group:** Instructors

**Additional Resources:** None

#### **Shorter Exams**

Exams will have to be shortened so that the students have less to study before taking the Exam. The shorter exams will have to be made up with more exams or quizzes.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Frame Damage Repair | **Outcome/Objective:** Frame Damage Repair

**Implementation Description:** Quizzes and shorter exams will be offered during the Fall 2014 Semester

**Responsible Person/Group:** Instructors

**Additional Resources:** None

## **Analysis Questions and Analysis Answers**

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### **What were the strengths of your assessment process?**

We were able to get more hands-on experience for the students because of additional vehicle requirements. Students learn better with a hands-on experience.

### **What were the weaknesses of your assessment process?**

Students continue to have difficulties with taking written tests.

### **What was learned as a result of your assessment process?**

With additional hands-on projects the students enjoy the program more and seem to get a better understanding of the information. Students continue to have difficulty with test taking.

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

We will continue to utilize the hands-on method of instruction. Written exams will continue to be a part of the program, but may have to shorten the exams or produce more exams with shorter components.

## **Annual Report Section Responses**

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### **Program Review (Academic Units)**

For 2013-14, some programs have posted their updated program reviews as they were completed and the remainder will be posted during the 2014-15 assessment cycle.

### **Advisory Comm. Minutes (Academic Units)**

All academic programs have associated Advisory Committees that provide community input on program direction and outcomes.

### **Connected Documents**

[Advisory Committee Meeting 1-2014](#)

[Auto Body Advisory Committee 05-2014](#)

### **End Of Year Reports (VPs, AVPs, Deans)**

End of Year Report (2013-14) and Strategic Plan (2013-2018).

**Connected Documents**

[End of Year Report \(2013-2014\)](#)  
[Strategic Plan \(2013-2018\)](#)

**AUB-111**

**FINAL EXAM (10/16/08)**

**TRUE OR FALSE**

1. \_\_\_\_ Airless spraying equipment uses air pressure rather than hydraulic pressure to atomize paint.
2. \_\_\_\_ The airbrush is a small spray gun designed to do custom painting.
3. \_\_\_\_ When using a spray gun, you must learn how to move, trigger, aim, and handle a gun properly.
4. \_\_\_\_ Temperature at which material is sprayed and dried has little influence on smoothness of the finish.
5. \_\_\_\_ Spray gun speed is how fast you move the gun sideways over the surface.
6. \_\_\_\_ When cleaning the spray gun, the entire gun should be soaked in cleaning solvent to assure that the spraying material is removed from all parts.

**MATCHING**

- |                              |  |
|------------------------------|--|
| 7. ____ Spray gun stroke     | a. Adjusts the amount of air flowing through the air cap horns       |
| 8. ____ Pattern control knob | b. Involves keeping constant airflow out of the nozzle               |
| 9. ____ Heeling              | c. The hand motion used to move the gun                              |
| 10. ____ Gun triggering      | d. When the painter allows the gun to tilt                           |
| 11. ____ Spray pattern test  | e. Checks the operation of the spray gun                             |
| 12. ____ Arcing              | ab. Occurs when the spray gun is not moved parallel with the surface |

**MULTIPLE CHOICE**

13. Which of the following should **not** be lubricated at the end of each day?
  - a. Pattern knob threads
  - b. Trigger pin
  - c. Fluid orifice
  - d. Air cap threads

14. Which of the following directs compressed air into the paint system?
- a. Fluid needle valve
  - b. Air cap
  - c. Fluid control valve
  - d. None of the above
15. Which of the following orifices in the air cap forces the paint stream into a fan shape?
- a. Center hole
  - b. Auxiliary hole
  - c. Side holes in horns
  - d. All of the above
16. Which of the following types of spray guns is known for its high transfer efficiency?
- a. Suction feed
  - b. Pressure feed
  - c. Gravity feed
  - d. HVLP
17. Which of the following types of spray guns are best suited to overall spray jobs?
- a. Suction feed
  - b. Pressure feed
  - c. Airbrush
  - d. All of the above
18. Viscosity will affect
- a. How well the paint will atomize
  - b. How well the paint will flow out
  - c. The type of material and equipment needed to spray the paint
  - d. All of the above
19. Which of the following is **not** a step in spray gun setup?
- a. Cleaning the air cap
  - b. Adjusting the air pressure
  - c. Setting the spray pattern
  - d. Setting the paint flow
20. Excessive paint flow will result in a
- a. Balanced spray pattern
  - b. Split spray pattern
  - c. Heavy center spray pattern
  - d. All of the above
21. Upon inspection of a spray pattern, the paint runs are found to get longer in the middle than on the edges. To correct this, Technician A turns the fluid control knob in until the runs are the same length. Technician B turns the pattern control knob in until the runs are the same length. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
22. What part of a spray gun directs the compressed air into the paint to atomize it?
- a. Fluid valve
  - b. Air valve
  - c. Air cap
  - d. Fluid nozzle

**ASE-STYLE**

23. Technician A says that a spray gun breaks the liquid primer or paint into a fine powder. Technician B says that the third phase of atomization is when the air horns shape the pattern into a circular-shaped spray. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

24. Which of the following is **not** a part of most spray guns?
- a. Fluid tip
  - b. Air valve
  - c. Pre-charge chamber
  - d. Air cap
25. When discussing spraying techniques, Technician A states that one of the variables that contribute to the quality of the spray finish is spray booth temperature. Technician B states viscosity is also one of the variables. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
26. Technician A says that cleaning of the spray gun immediately after use is critical. Technician B says that if you use a spray gun cleaning tank you never have to disassemble the gun. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
27. A spray pattern that is heavy at the center could be caused by a(n)
- a. Air pressure too high.
  - b. Fluid of too great viscosity.
  - c. Dirty air cap seat or fluid tip seal.
  - d. Improperly prepared surface.
28. Which type of spray gun system is recommended for projects that require very fine detailing?
- a. Single-action airbrush
  - b. Air conversion HVLP
  - c. Airless spray gun
  - d. None of the above
29. Technician A says the cleaning preparation of a paint job should be done inside the booth area. Technician B says a spray booth is designed to provide a clean, safe, well-lit enclosure for painting. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
30. Technician A says the intake filters on a spray booth should be checked daily. Technician B says that opening and closing body shop doors can cause spray booth balance to fluctuate. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
31. A dust-free drying room following the spray booth will
- a. Increase the volume of refinishing work that can be handled
  - b. Speed up the drying time of enamels as much as 120 percent.
  - c. Bake a paint finish
  - d. Both a and b

32. Which of the following pieces of equipment will assist a paint technician in performing his/her job better?

- a. Wet sanding stand
- b. Paint hanger
- c. Paint shaker
- d. All of the above

**TRUE OR FALSE:**

33. \_\_\_\_ Surface preparation refers to getting a body surface clean, smooth, primed, puttied, sanded, scuffed, and wiped clean to ready it for painting.

34. \_\_\_\_ Developing surface rust can be detected by roughness, bubbling, or pitting of a paint surface.

35. \_\_\_\_ Abrasive grit sizes are indicated by number. The higher the number, the coarser the grit.

36. \_\_\_\_ Blasting can be done on nearly all types of body construction—even aluminum.

37. \_\_\_\_ Orbital sanding with a flexible backing pad is suitable for removing old finish from small flat areas.

38. \_\_\_\_ Sanding in a circular motion can cause sand scratches that might be visible under the paint finish.

39. \_\_\_\_ One of the problems with wet sanding is that the paper tends to clog with paint or metal dust.

40. \_\_\_\_ Surface scuffing involves using a very fine or ultrafine abrasive to cut microscopic scratches in the body surface.

41. \_\_\_\_ Using too much glazing putty indicates a substandard repair.

42. \_\_\_\_ An over-mask problem results when you accidentally place the edge of masking tape over a surface that is supposed to be painted.

**MATCHING:** Match the grit size with its' purpose:

- 43. \_\_\_\_ Very course 16 – 24
  - 44. \_\_\_\_ Coarse 36 – 60
  - 45. \_\_\_\_ Medium 80 – 120
  - 46. \_\_\_\_ Fine 150 – 180
  - 47. \_\_\_\_ Very fine 220 – 600
- a. Continue smoothing filler or painted surfaces
  - b. Continue sanding body filler
  - c. Rapid removal of paint
  - d. Numerous final smoothing operations
  - e. Rough sanding and rapid body filler shaping

**MULTIPLE CHOICE:**

48. Which of the following requires scuff sanding before refinishing?
- a. Chipped paint
  - b. Sound paint film
  - c. Blistered paint
  - d. Bare metal
49. The decision to apply a primer, a primer-sealer, and adhesion promoter, or a primer-surfacer depends on:
- a. Condition of the substrate
  - b. Type of finish on the substrate
  - c. Type of finish to be used for the topcoat
  - d. All of the above
50. When power sanding
- a. Protect chrome and emblems
  - b. Keep it moving so that no deep scratches, gouges or burn-throughs develop
  - c. Replace the sand paper as soon as paint begins to cake or “ball up”
  - d. All of the above
51. Which of the following grit sizes should be used to remove material quickly but will not leave deep sand scratches?
- a. 24
  - b. 80
  - c. 220
  - d. 400
52. Final sanding
- a. involves using fine and very fine grits of material
  - b. is one of the most important steps in surface preparation
  - c. is a standard part of most surface preparation
  - d. All of the above
53. When using a blaster:
- a. mask off the area
  - b. wear the necessary safety gear
  - c. check the manufacturers instructions
  - d. All of the above
54. Paint film thickness can be measured with a/an
- a. Pencil mil gauge
  - b. Electronic mil gauge
  - c. Both a and b
  - d. None of the above

55. Reverse masking is used to prevent
- Bleed through
  - Over masking
  - Under masking
  - All of the above
56. Which of the following is **not** a step in preparing non-OEM replacement panels for refinishing?
- Sand or chemically remove the coating completely
  - Apply self-etch primer
  - Treat with wax and grease remover
  - Apply primer-surfacer
57. Which of the following is **not** true of wet sanding
- Wet sanding is commonly done before priming
  - Wet sanding generates dust
  - Water slows the sanding action
  - All of the above

**ASE-STYLE:**

58. Technician A says that to test the adhesion of a paint finish you must sand through it and featheredge a small spot. Technician B says that any area that has poor adhesion must have the finish removed to bare metal. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
59. Final sanding prepares the surface for painting in what way?
- It is used to taper the sharp edge of chipped paint
  - It removes cracked or peeling paint
  - It improves the adhesion of the new paint
  - All of the above
60. When discussing sandpaper grits, Technician A says very course grit includes #16 to #24 grinding discs. Technician B says that fine grits are usually wet sandpapers. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B

61. Technician A says that for hand sanding, sandpaper is sometimes folded over and held in your fingers to reach into tight openings between parts. Technician B says that one should always hand sand in a circular motion. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
62. When should a paint surface receive a thorough sanding?
- When the old finish is in excellent shape
  - When preparing an adjacent panel for blending
  - When the paint mil thickness is excessive
  - All of the above
63. If the old finish is weathered or scarred.
- It needs a light scuff sanding before refinishing
  - It is not suitable for recoating
  - The old finish needs a coating of adhesion promoter before top coating
  - None of the above
64. Technician A says that water vapor can penetrate any paint film. Technician B says that the drier the paint, the further the water vapor will penetrate. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
65. Technician A says that most primer-surfacers require only one to two coats for proper buildup. Technician B says that thin dry coats of primer-surfacer can cause loss of adhesion. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
66. The old lacquer-base glazing putties are **not** recommended because
- They dry very quickly
  - They can cause shrinkage problems
  - They do not allow solvents to penetrate them
  - They fill major imperfections
67. The term flash time refers to
- How long a spray mist is flammable
  - The time needed for a fresh coat of sprayed material to partially dry or cure
  - How long a product must stand before being sprayed
  - None of the above

**TRUE OR FALSE:**

68. \_\_\_\_ If rubbing a finish with a cloth saturated with lacquer solvent causes the finish to soften and color the cloth, the paint film is enamel.

69. \_\_\_\_ A mixing chart converts a percentage into how many parts of each material must be mixed.
70. \_\_\_\_ Metallic flakes are added to a paint to create a pearl finish that tends to change color with the viewing angle.
71. \_\_\_\_ Adhesion promoter should be applied over factory baked finishes before repainting them.
72. \_\_\_\_ Rigid plastic parts require a flex additive added to the paint.
73. \_\_\_\_ Primer-surfacers should be sprayed over body putty.
74. \_\_\_\_ The paint color directory contains color chips and color information for almost all makes and models worldwide.
75. \_\_\_\_ A thicker than normal paint coating indicates that a vehicle has been repainted.
76. \_\_\_\_ Failure to properly stir all the settled pigment into the liquid is a principal cause of paint problems.
77. \_\_\_\_ A clear coat is not perfectly clear.

**MATCHING:** Match the color refinishing term with its definition:

- |                              |   |
|------------------------------|---|
| 78. ____ Sealers             | a. Hard, backed on finish                               |
| 79. ____ OEM finish          | b. Requires compounding                                 |
| 80. ____ Viscosity           | c. Paint thickness or fluidity                          |
| 81. ____ Spot repairs        | d. Now the most common type of finish                   |
| 82. ____ Lacquers            | e. Sprayed over primers, spot putties, and old finishes |
| 83. ____ Basecoat/clear coat | ab. Only some of a panel is color-coated                |

**MULTIPLE CHOICE:**

84. Which of the following is **not** an important point to remember when mixing basecoat color:
- Always read the directions first
  - Use the proper reducer or stabilizer temperature for conditions
  - Use only the proper mixing ratios
  - None of the above
85. Which of the following does **not** require a catalyst?
- Acrylic lacquer
  - Polyurethane enamel
  - Acrylic urethane enamel
  - All of the above
86. An automotive finish performs which function?
- Protection
  - Appearance improvement
  - Increased value
  - All of the above
87. Which is **not** true of using a tack cloth?
- A tack cloth is a disposable rag with a sticky coating on it
  - After wiping with a tack cloth, be careful not to touch the surface
  - The tack cloth will lift and hold any dust particles
  - It is not necessary to wipe "every square inch" of the body surface
88. Which of the following is **not** a type of refinish topcoat finish?
- Latex
  - Water base
  - Enamel
  - Basecoat/clear coat
89. Another name for ready-mixed color is:
- Store bought
  - Brand name
  - Factory packaged
  - Pre-mixed
90. Which of the following is a variable that affects the spraying of paint materials?
- Temperature
  - Luminosity
  - Humidity
  - Both a and c
91. Which statement is correct in reference to flash times?
- Label directions often recommend 20 to 30 minutes
  - The amount of time needed for the fresh coat of primer, sealer, or paint to partially dry
  - Temperature and humidity have no effect on flash time
  - The amount of time needed for the mixed components to interact prior to spraying
92. A 50 percent reduction is equivalent to which of the following reduction proportions?
- 1 part paint/2 parts solvent
  - 2 parts paint/3 parts solvent
  - 1 part paint/1 part solvent
  - 2 parts paint/1 part solvent

93. Which of the following plastics require(s) no special primer/adhesion promoter?
- a. Polypropylene parts
  - b. ABS parts
  - c. PVC parts
  - d. Both b and c

**ASE-STYLE:**

94. Technician A says that the topcoat thickness on a new car when it comes from the factory can be as thin as 4 mils but can also be as thick as 8 mils. Technician B says that the topcoat improves the appearance of the vehicle by giving it a three-dimensional color effect. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
95. Which of the following is **not** a type of refinishing repair?
- a. Spot repair
  - b. Brush-on repair
  - c. Panel repair
  - d. Overall refinish
96. When discussing the application of primecoats, Technician A states that primers are usually epoxy-type products because they provide better adhesion and corrosion resistance. Technician B says that etching primer-surfacers are also available that can be applied to bare metal. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
97. Technician A says that small reflective pigment particles, such as mica, are added to pearl paints to give the paint a luster that tends to change color with the viewing angle. Technician B says that it is wise to compare the color chip with the actual mixed paint. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
98. The standard paint film thickness of new vehicles is/are:
- a. Domestic vehicles: 5 to 8 mils.
  - b. European vehicles: 5 to 8 mils.
  - c. Japanese vehicles: 3 to 5 mils
  - d. Both b and c
99. In which method for determining paint type would you dull the paint film by dry sanding an area with # 1000 grit sandpaper?
- a. Solvent application method
  - b. Clear-coat method
  - c. Hardness method
  - d. None of the above
100. Which of the following is designed to allow a faster recoat time?
- a. A blending solvent
  - b. A stabilizer reducer
  - c. A paint mixing chart
  - d. None of the above.

**TRUE OR FALSE:**

1. \_\_\_\_ A diaphragm type compressor is most commonly used for general body shop work.
2. \_\_\_\_ Two-stage compressors are more efficient and cooler running than single-stage compressors.
3. \_\_\_\_ Air supplied to spray guns must be dry and dust free.
4. \_\_\_\_ Air cleaners should be checked and cleaned every six weeks.
5. \_\_\_\_ A breathing air system uses a larger diameter hose

**MATCHING:** Match the following terms with their definitions: (6 – 10)

- |                         |   |
|-------------------------|---|
| 6. ____ Air tank        | a. Cools compressed air                 |
| 7. ____ Pressure switch | b. Filters dust and so on from air      |
| 8. ____ Air dryer       | c. Controls motor operation             |
| 9. ____ Aftercooler     | d. Removes moisture from compressed air |
| 10. ____ Air condenser  | e. Reservoir of compressed air          |

**MATCHING:** Match the following terms with their definitions: (11 – 15)

- |                                       |   |
|---------------------------------------|---|
| 11. ____ Air pressure regulator       | a. Allows for water to be drained off               |
| 12. ____ Lubricator                   | b. Controls outlet pressure in line                 |
| 13. ____ Air distribution system      | c. Carries compressed air from the tank to the shop |
| 14. ____ Centrifugal pressure release | d. Steel balls bleed pump pressure                  |
| 15. ____ Compressor drain valve       | e. Mixes oil in air supply                          |

**MULTIPLE CHOICE:**

16. A diaphragm type air compressor might find use in a body shop in which of the following applications?
- a. Grinding
  - b. Full car refinishing
  - c. Airbrush custom painting
  - d. Hand sanding
17. How are air compressors rated?
- a. Horsepower
  - b. Air displacement
  - c. Pressure
  - d. All of the above
18. Which of the following is **not** part of a compressor unit?
- a. Automatic dump trap
  - b. Pressure switch
  - c. Automatic unloader
  - d. Check valve
19. Which of the following does **not** belong in the supply line for a paint booth?
- a. Air pressure regulator
  - b. Air condenser
  - c. Dump trap
  - d. Lubricator
20. Which of the following is **not** true of hoses?
- a. Double-braided hose has a higher working pressure than single-braided hose
  - b. Air hoses are generally red in color
  - c. Pressure drop increases as hose diameter increases
  - d. All of the above
21. Which of the following maintenance checks should be performed every day?
- a. Clean air strainers
  - b. Check the level of oil in the crankcase
  - c. Check safety valve operation
  - d. Change the oil filter element
22. Which of the following contaminants in a compressed air line could destroy a new finish?
- a. Dirt
  - b. Moisture
  - c. Oil
  - d. All of the above
23. Air line pressure is maintained by the
- a. Air pressure regulator
  - b. Air condenser
  - c. Air compressor
  - d. None of the above
24. Which of the following is **not** a function of the air transformer?
- a. Remove oil, dirt, and moisture from the compressed air
  - b. Indicate the regulated air pressure
  - c. Provide air outlets for shop tools
  - d. Reduce the temperature of the compressed air

25. Which of the following types of air compressors would most likely be found in a large body shop?
- a. Two-stage stationary compressor
  - b. Gasoline powered single piston compressor
  - c. Portable two-stage compressor
  - d. Electric diaphragm compressor

**ASE-STYLE:**

26. Technician A says that a diaphragm-type compressor will produce enough air to operate a spray gun in a body shop. Technician B says the rotary air screw compressor is the standard in the automotive refinishing profession. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
27. Which of the following is **not** a method of rating a compressor?
- a. Cubic feet per minute
  - b. Horsepower
  - c. Temperature
  - d. Pressure
28. Technician A prefers to have a shut-off valve installed on the main line of an air distribution system. Technician B says all the piping in an air distribution system should slope away from the compressor air receiver. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
29. Technician A says lubricators should be installed on branch lines used for paint spraying. Technician B says that lubricators are often combined with air filters and regulators in a single unit. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
30. An air transformer is sometimes called a(an):
- a. Air condenser
  - b. Separator/regulator
  - c. Restrictor
  - d. Lubricator
31. Which of the following statements is **not** correct?
- a. Air hose in most compressed air systems is red in color
  - b. Employ only air hose rated at two times the maximum psi being used
  - c. Hose should not be run over by a car
  - d. An adapter is a connection that is male on one end and female on the other

32. Technician A says that to keep line drop to a minimum, he uses the shortest hose with the largest inside diameter available. Technician B says fluid and air hoses are interchangeable. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
33. Technician A says that the air filter on a compressor should be cleaned weekly. Technician B checks the oil level of the compressor daily. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
34. Which step is one of the recommended monthly maintenance procedures?
- a. Check for air leaks on the compressor and air piping system using an open flame
  - b. Replace the spark plugs
  - c. Tighten belts to prevent slippage
  - d. None of the above
35. Two-stage compressors usually
- a. Are more efficient
  - b. Run cooler
  - c. Deliver more air for power consumed
  - d. All of the above

**TRUE OR FALSE:**

36. \_\_\_\_ Sneakers provide adequate protection in a body shop.
37. \_\_\_\_ It is all right to smoke in any area of the body shop.
38. \_\_\_\_ Impervious gloves such as the latex type or synthetic rubber gloves, should be used when working with any chemicals that can be harmful to your skin.
39. \_\_\_\_ Customers and non-employees should be allowed in any and all areas of the workshop.
40. \_\_\_\_ When working on a vehicle, the parking brake should be set.
41. \_\_\_\_ It is all right to grind or weld near a battery.
42. \_\_\_\_ Standing in water or on a wet floor when operating electrical equipment can result in electrical shock.
43. \_\_\_\_ If any tools are defective, repair or replace them.
44. \_\_\_\_ The work areas should be kept clean and cleanup should be a team effort.
45. \_\_\_\_ Hand tools should be kept clean and in proper working condition.

**MATCHING:** Match the following terms with their definitions:

- |                              |  |
|------------------------------|--|
| 46. ____ NIOSH               | a. Used when heating and cutting   |
| 47. ____ Air-supplier system | b. Should be worn when handling fluids   |
| 48. ____ Goggles             | c. Provide hazardous material information  |
| 49. ____ Welding goggles     | d. Does scientific and technical research to establish safety standards            |
| 50. ____ MSDS                | e. Typically consists of a hood with a clear visor and an external air supply hose |

**MULTIPLE CHOICE:**

51. If something is considered hazardous waste, it is determined by
- |          |                     |
|----------|---------------------|
| a. NIOSH | b. OSHA             |
| c. EPA   | d. All of the above |
52. Pathogens are
- |                                  |                                       |
|----------------------------------|---------------------------------------|
| a. Catalysts in the clearcoat    | b. Hazardous waste found in old paint |
| c. Fibers found in plastic parts | d. A group of microorganisms          |
53. A first aid kit should contain
- |                  |                     |
|------------------|---------------------|
| a. Sterile gauze | b. Scissors         |
| c. Antiseptics   | d. All of the above |
54. Horseplay is unacceptable because it
- |  |
|--|
| a. Will alienate you from your workmates |
| b. Can cause serious injury              |
| c. Can slow down productivity            |
| d. All of the above                      |
55. A dust respirator should be used when
- |                       |                      |
|-----------------------|----------------------|
| a. Sanding filler     | b. Spraying primer   |
| c. Spraying clearcoat | d. None of the above |
56. Which of the following pieces of protective clothing need not be worn when welding?
- |                   |                   |
|-------------------|-------------------|
| a. Face shield    | b. Welding helmet |
| c. Leather gloves | d. Respirator     |

57. Which of the following tasks require wearing a respirator?
- a. Welding galvanized sheet metal
  - b. Spraying enamel paint
  - c. Sanding plastic body filler
  - d. All of the above
58. Which of the following is not suitable safety clothing and should not be worn when welding?
- a. Welding goggles
  - b. Sunglasses
  - c. Leather chaps
  - d. Safety shoes
59. Which statements are true of power tool and equipment safety?
- a. Do not attempt to use a power tool beyond its stated capacity
  - b. When using power equipment on a small part, never hold the part with your hand
  - c. Shut off the main gas valve on top of welding/cutting tanks after use
  - d. All of the above
60. Which of the following statements is incorrect?
- a. The Right-to-Know Laws have made record-keeping an area of employer responsibility
  - b. Once hazardous wastes leave the premises, the collision repair shop is no longer responsible for them
  - c. Material safety data sheets are made available by the product manufacturers
  - d. All employees must be given essential information for safely working with hazardous chemicals

**ASE-STYLE:**

61. Technician A says horseplay is okay if the shop is clear and everyone is careful. Technician B says horseplay should always be avoided. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
62. Technician A says respirators should be worn when sanding. Technician B says respirators should be worn when welding. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
63. Technician A says safety glasses and safety goggles provide the same eye protection. Technician B says they provide different protection. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

64. Technician A says if you are careful, jewelry does not have to be removed. Technician B says jewelry only needs to be removed from your dominant hand. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
65. Technician A says even a small amount of electricity passing through the body can cause brain damage. Technician B says small amounts are painful but harmless. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
66. Technician A uses a cartridge filter respirator when spraying paints containing isocyanates. Technician B says the dust from sanding vehicles does not bother him so he does not require a particle respirator. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
67. An approved air supplied respirator consists of
- a. A full facepiece, hood or helmet, an external air supply hose, and a clean air source
  - b. A full facepiece, hood or helmet, pre-filters, and cartridges
  - c. A rubber facepiece and paper pre-filters
  - d. None of the above
68. Technician A says that when a negative pressure test of a respirator is performed the palms of your hands are placed over the exhalation valve. Technician B says that another form of fit testing consists of exposing banana oil near the seal around the face. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
69. Material Safety Data Sheets (MSDS) provide
- a. Protective glove recommendations
  - b. Product composition
  - c. Precautionary information
  - d. All of the above
70. Technician A states that when fighting a fire, the extinguisher should be aimed at the base of the flame where the fuel is located. Technician B says that all fire extinguishers are exactly the same and it is not necessary to know how to use one before an emergency. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date : \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Job Completion</b>	Poor The job was complete, but needed several major modifications	Fair The job was complete, but needed several minor modifications	Good The job was complete, but needed minor modifications	Excellent The job was complete to task specifications	—
<b>Ability to follow directions</b>	Poor Did not follow directions	Fair Moderately followed directions	Good Followed directions	Excellent Followed directions to the letter	—
<b>Demonstrated knowledge of theory</b>	Poor Student is not able to identify and explain major theory	Fair Student is unable to identify or explain concepts without major prompting	Good Student is able to identify and explain necessary theories for completion of the project with some assistance	Excellent Student knows and is able to identify and explain necessary theories for completion of the project	—
<b>Student preparedness</b>	Poor Student did not have/gather some of the needed materials to perform work	Fair Student had/gathered most materials, however, they needed excess time to do so	Good Student had/gathered most materials and went to work	Excellent Student had/gathered all materials and was completely ready to go to work	—
<b>Application of safety practices</b>	Poor Student failed to follow a significant number of safety rules	Fair Student attempted to follow safety rules but failed to meet several	Good Student followed most safety rules, may have forgotten one	Excellent Student followed all safety rules	—
				<b>Total----&gt;</b>	—

**Teacher Comments:**

AUB-111 FALL 2013

NAME	CHAP 6	CHAP 9	CHAP 24	CHAP 25	CHAP 26	H/W AVG 25%	MID-TERM 25%	SHOP 25%
1	67	83	57	80	70	71.4	75	83
3	93	77	87	83	77	83.4	74	80
4	93	100	91	96	87	93.4	97	94
5	0	0	0	0	0	0	0	0
6	0	96	77	0	0	34.6	88	83
7	68	81	63	0	47	51.8	79	85
8	80	98	74	82	0	66.8	74	92
9	81	93	0	96	0	54	85	55
10	77	0	75	57	58	53.4	79	88
11	68	65	73	68	0	54.8	57	69
12	93	96	87	93	83	90.4	91	90
13	33	78	0	74	52	47.4	75	92
14	72	80	53	71	55	66.2	60	93

NAME	CHAP 6	CHAP 9	CHAP 24	CHAP 25	CHAP 26	H/W AVG 25%	MID-TERM 25%	SHOP 25%
15	55	0	0	54	0	21.8	69	68
16	91	98	80	96	76	88.2	74	80
17	87	91	84	91	78	86.2	86	96
18	70	0	62	85	42	51.8	72	86
19	89	91	89	96	89	90.8	95	94
20	0	89	84	91	49	62.6	69	81
21	75	86	78	96	62	79.4	74	87
22	78	78	69	59	68	70.4	72	76
23	68	89	54	85	59	71	97	84
24	91	84	82	93	91	88.2	80	90

0 F  
 70 D  
 77 C  
 85 B  
 93 A

FINAL 25%	FINAL AVG
78	76.85 D
98	83.85 C
95	94.85 A
0	0 F
85	72.65 D
64	69.95 F
74	76.7 D
73	66.75 F
64	71.1 D
62	60.7 F
77	87.1 B
69	70.85 D
71	72.55 D

FINAL 25%	FINAL AVG
67	56.45 F
70	78.05 C
86	88.55 B
63	68.2 F
70	87.45 B
69	70.4 D
76	79.1 C
71	72.35 D
89	85.25 B
89	86.8 B

**TRUE OR FALSE:**

1. \_\_\_\_ Refinishing materials is a general term referring to the products used to repaint a vehicle.
2. \_\_\_\_ Enamel topcoats usually must be polished to bring out their gloss.
3. \_\_\_\_ Pigments are fine powders that impart color, opacity, and durability to the paint or primer.
4. \_\_\_\_ Most solvents are made from crude oil or petroleum.
5. \_\_\_\_ A catalyst is a substance that causes or speeds up a chemical reaction.
6. \_\_\_\_ Glazing putty is a material made for filling small holes or sand scratches.
7. \_\_\_\_ Grinding discs never require a disc backing pad.
8. \_\_\_\_ An epoxy is a single component glue used to hold various parts together.
9. \_\_\_\_ A worm hose clamp uses a screw that engages a slotted band.
10. \_\_\_\_ Adhesives are special glues designed to bond parts to one another.

**MATCHING:** Match the following terms with their definitions:

- |                          |                                      |
|--------------------------|--------------------------------------|
| 11. ____ Catalyst        | a. Usually must be sanded            |
| 12. ____ Primer          | b. Bonds parts to one another        |
| 13. ____ Compounding     | c. Brings out the gloss of a topcoat |
| 14. ____ Primer-surfacer | d. Provides adhesion for the topcoat |
| 15. ____ Adhesive        | e. Speeds up a chemical reaction     |

**MULTIPLE CHOICE:**

16. Which of the following is **not** a material common to a body shop?
- a. Filler                      b. Primer                      c. Sandpaper                      d. Developer

17. Which of the following is **not** proper bolt terminology?
- a. Bolt head
  - b. Bolt length
  - c. Bolt thread pitch
  - d. None of the above
18. After applying a primer-surfacer it should be
- a. Topcoated immediately
  - b. Sanded thoroughly after it has dried
  - c. Sanded in five minutes
  - d. None of the above
19. The principal ingredient in some urethane hardeners is
- a. Enamel reducer
  - b. Mica particles
  - c. Isocyanate resin
  - d. Acrylic resin
20. Which statement is **not** true of sealers?
- a. Used to prevent water and air leaks
  - b. Should be of silicone base
  - c. May come in different forms and applied differently
  - d. None of the above
21. The most common masking tape width is
- a.  $\frac{3}{4}$ " (19mm)
  - b. 1" (25mm)
  - c. 2" (51mm)
  - d.  $\frac{1}{2}$ " (13mm)
22. A fastener is
- a. A bolt and nut
  - b. A screw
  - c. An adhesive
  - d. All of the above
23. Which is **not** an example of a nonthreaded fastener?
- a. Woodruff key
  - b. Taper pin
  - c. Acorn nut
  - d. Snap ring
24. Which statement is **not** true of bolt torque?
- a. Torque specifications are tightening values for a specific bolt or nut
  - b. You can use a general bolt torque chart
  - c. A torque pattern ensures that parts are clamped down evenly
  - d. None of the above
25. Which of the following is true of hose clamps?
- a. Used to hold radiator, heater, and other hoses onto their fittings
  - b. A spring hose clamp has barbs on each end
  - c. A worm hose clamp uses a screw that engages a slotted band
  - d. All of the above

**ASE-STYLE:**

26. Technician A says a primer is often the first coat applied because paint does not adhere as well as primer. Technician B says that he uses certain undercoats to prevent chemicals from bleeding through and showing in the topcoat. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
27. Which of the following is **not** an OEM coating process?
- a. Single stage
  - b. Two-stage (basecoat/clearcoat)
  - c. Single-stage lacquer
  - d. Three-stage paint (tri-coat)
28. Technician A prefers to use an epoxy primer to increase body filler adhesion. Technician B says an epoxy primer is a single-stage product that requires sanding. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
29. Technician A says that you always must sand a sealer after its application. Technician B says that he uses a sealer when a sharp color difference is noticeable after sanding. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
30. Which of the following statements is **not** true of masking liquids?
- a. Is usually a water based sprayable material
  - b. Can only be used during priming and painting
  - c. Can be removed when the vehicle is returned to the owner
  - d. None of the above
31. Which statement is **not** correct?
- a. Strong adhesion is the first prerequisite of a primer
  - b. A metal conditioner is used to etch bare sheet metal before priming
  - c. Paint stripper is a special metal conditioner used on galvanized metal
  - d. A primer-filler is a very thick form of primer-surfacer
32. Technician A says he uses a hand compound for compounding by hand and by machine. Technician B says that he uses a hand glaze to remove sand-scratches. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
33. Technician A says that pop rivets can be used to hold two pieces of metal together by fastening them through blind holes. Technician B says pop rivets should not be used in areas subject to excessive vibration. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

34. Which of the following is the adhesive designed to hold rubber seals in place?
- a. Vinyl adhesive
  - b. Weatherstrip adhesive
  - c. Plastic emblem adhesive
  - d. All of the above
35. When overhauling a bumper assembly, which of the following is **not** a proper precaution to follow when replacing the fasteners?
- a. Always use the same number of fasteners
  - b. If a fastener is damaged, do not replace it
  - c. Use the same diameter, length, pitch, and type of fasteners
  - d. None of the above

**TRUE OR FALSE:**

36. \_\_\_\_ High-tensile strength steel (HTSS) is weaker than low-carbon or mild steel because of heat treatment.
37. \_\_\_\_ When metal is bent into a new shape, plastic deformation occurs.
38. \_\_\_\_ Aluminum has a higher melting point than mild steel.
39. \_\_\_\_ Eighty percent of sheet metal damage is direct damage.
40. \_\_\_\_ Crosscutting with a grinder is a technique for removing metal.
41. \_\_\_\_ The average size shrink spot is usually the size of a quarter.
42. \_\_\_\_ Buckles are a result of bending metal past its elastic limit.
43. \_\_\_\_ The dent puller is probably one of the body technician's most frequently used tools.
44. \_\_\_\_ The term oil can is used to describe an area of a panel that is stretched very slightly.
45. \_\_\_\_ When heat shrinking aluminum you should apply a temperature-sensitive paint or crayon completely over the area.

**MATCHING:** Match the following terms with their definitions:



59. Where would you expect to find a good example of a pressure and tension area?
- a. In a simple hinge buckle
  - b. In a single crown panel
  - c. In a parking lot door ding
  - d. None of the above
60. To rough out a buckled panel, use a
- a. Dinging hammer
  - b. Light pick hammer
  - c. Heavy body hammer
  - d. Finishing hammer
61. Which of the following is meant to raise low spots in a panel?
- a. Pick
  - b. Dolly
  - c. Spoon
  - d. All of the above

**ASE-STYLE:**

62. High-strength steels are being discussed. Technician A says that when HSS is deformed on impact, it is more difficult to restore than mild steel. Technician B says that manufacturers tend to use mild steel for load-carrying parts of vehicles. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
63. Which of the following is **not** a method of using a grinder?
- a. Flat stroke
  - b. Buffing stroke
  - c. Cross-cutting stroke
  - d. All of the above
64. Aluminum is
- a. Known for its natural resistance to corrosion
  - b. A metal that requires much more care when working than steel panels
  - c. Usually 1-1/2 to 2 times as thick as steel parts
  - d. All of the above
65. Metalworking techniques are being discussed. Technician A says that long picks are used during paint-less dent repair. Technician B says that when using picks, you must be careful not to stretch the metal by exerting too much pressure. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
66. Technician A says that a dinging body repair hammer should be used for roughing out damage. Technician B swings a body hammer in a circular motion at the wrist. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

67. When discussing working aluminum, which statement is **not** correct?
- The hammer-off-dolly method is generally recommended for aluminum panel straightening
  - Shrinking hammers for working steel should not be used because they can cause cracking
  - Spring hammering with hammer and spoon should be avoided because this concentrates forces in a small area
  - Use a file with rounded edges to avoid scratching and gouging the metal
68. The damaged portion of a panel that came into direct contact with the object that caused the damage is called
- Initial damage
  - Hidden damage
  - Direct damage
  - Indirect damage
69. Technician A says that buckles caused by impact create additional work hardening in an automotive sheet metal panel. Technician B says that bent metal is not necessarily buckled metal. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
70. The term “raising” means to work a dent
- Down or inward into the body
  - Outward or away from the body
  - By heating to a dull, cherry red color
  - None of the above
71. When filing a relatively flat area, Technician A holds the file at a 30-degree angle and pushes it straight. Technician B holds the file straight and pushes it at a 30-degree angle. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B

**TRUE OR FALSE:**

72. \_\_\_\_ Body filler is the finishing touch for most sheet metal repairs.
73. \_\_\_\_ Glazing putties can be sanded when just surface dry.
74. \_\_\_\_ When mixing filler and hardener, stir the mixture vigorously.
75. \_\_\_\_ Plastic filler should always be mixed on a cardboard mixing board.
76. \_\_\_\_ Plastic filler should be applied over bare metal surfaces.
77. \_\_\_\_ A continuous weld is not required between a patch panel and existing panel.

78. \_\_\_\_ Rustouts larger than 2 inches require the use of long strand fiberglass fibers in the filler.

**MATCHING:** Match the following descriptions with the fillers:

- |                             |  |
|-----------------------------|--|
| 79. ____ Heavyweight filler | a. Can be applied over small dents and “dings”         |
| 80. ____ Lightweight filler | b. Polyester resins and talc particles                 |
| 81. ____ Fiberglass filler  | c. Restoring classic and exotic vehicles               |
| 82. ____ Polyester putty    | d. Used for rust repair or where strength is important |
| 83. ____ Aluminum fillers   | e. Over 80 percent of total filler used                |

**MULTIPLE CHOICE:**

84. To which of the following areas should conventional fillers be applied?
- |             |                          |
|-------------|--------------------------|
| a. Rustouts | b. Door edges            |
| c. Dings    | d. Protruding body lines |
85. Plastic body filler hardens by
- |                        |                      |
|------------------------|----------------------|
| a. Air drying          | b. Chemical action   |
| c. Exposure to the sun | d. None of the above |
86. Which of the following pigments are used in conventional fillers?
- |                                 |                     |
|---------------------------------|---------------------|
| a. Talc                         | b. Fiberglass       |
| c. Aluminum fillers and powders | d. All of the above |
87. Which of the following fillers are often used in restoration work?
- |                         |                        |
|-------------------------|------------------------|
| a. Conventional fillers | b. Lightweight fillers |
| c. Aluminum fillers     | d. Fiberglass fillers  |
88. Which of the following are ingredients in lightweight fillers?
- |           |                       |
|-----------|-----------------------|
| a. Talc   | b. Tiny glass spheres |
| c. Resins | d. All of the above   |
89. Which of the following can be used to fill pinholes in fillers?
- |                      |                     |
|----------------------|---------------------|
| a. Finishing filler  | b. Polyester putty  |
| c. Sprayable fillers | d. All of the above |
90. Which of the following will cause pinholing in fillers?
- |                            |                                 |
|----------------------------|---------------------------------|
| a. Kneading the hardener   | b. Mixing the filler in the can |
| c. Using too much hardener | d. All of the above             |

91. The layer of paraffins that develops on the surface of the cured filler must be removed with a
- a. Cheese grater
  - b. Air file
  - c. Grinder
  - d. DA sander
92. Which of the following is **not** a step in applying lead filler?
- a. Applying tinning flux
  - b. Paddling the solder
  - c. Coating with glazing putty
  - d. Filing the lead filler
93. Which of the following can be done to discourage rust formation?
- a. Clean metal with metal conditioner
  - b. Treat rust with rust deactivator
  - c. Blast area to remove rust from pits
  - d. All of the above

**ASE-STYLE:**

94. During a discussion on body fillers Technician A says the paraffins that come to the surface of many fillers during curing are removed with a wax and grease remover before sanding. Technician B says oxygen reacts with a filler to harden it. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
95. Which of the following is **not** a type of body filler?
- a. Short-hair fiberglass filler
  - b. Aluminum filler
  - c. Strip caulk
  - d. Polyester glazing putty
96. Technician A always grinds brazed or soldered joints before neutralizing the acids from the flux. Technician B always begins the process of applying filler by washing the repair area to remove dirt and grime. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
97. Technician A says that scratches that penetrate the undercoat to the metal need to be sanded, primed, and painted. Technician B says that scratches that do not reach the metal substrate require the same procedure. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
98. Lead filler or body solder is still used in certain shops for the following reason:
- a. It is faster to use, rather than plastic filler
  - b. The customer has requested the use of it
  - c. It is useful in building up a door edge or welded seam
  - d. Both b and c

99. When repairing a nick in a car's finish, which statement referring to the repair procedure is **not** correct?
- a. Any time bare metal is exposed to the air, the metal must be primed before new paint finish is applied.
  - b. The ragged edges of the nick or chip must be sanded to a smooth, feathered surface.
  - c. Zinc chromate base primer inhibits rust formation.
  - d. None of the above
100. Technician A says repairing light surface rust can sometimes be done by grinding the rust film away and chemically neutralizing the area with metal conditioner. Technician B says that sand or media blasting will not remove as much metal as grinding does. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

**AUB-121      NON-STRUCTURAL DAMAGE I**

**MID-TERM EXAM (03/09)**

**TRUE OR FALSE:**

1. \_\_\_\_ A nut should always be tightened with an open-end wrench.
2. \_\_\_\_ A worn Phillips screwdriver can be sharpened.
3. \_\_\_\_ A shrinking hammer would be used to raise a shallow ding.
4. \_\_\_\_ Body working tools include only specialized tools used only in auto body repair.
5. \_\_\_\_ A reveal file is used to shape plastic body filler.
6. \_\_\_\_ Screw in dent pullers and pull rods are not used much today.
7. \_\_\_\_ A long wrench can safely be used as a pry bar.
8. \_\_\_\_ Never use a screwdriver as a chisel or punch.
9. \_\_\_\_ Combination pliers are the most common type of pliers found in an automotive technician's toolbox.
10. \_\_\_\_ A light sledgehammer is an essential tool for the first stages of re-forming damaged sheet metal.

**MATCHING: Match the following tools and their uses: (11 – 15)**

- |                         |   |
|-------------------------|---|
| 11. ____ Spoon          | a. Is generally held on the backside of a panel |
| 12. ____ Picking hammer | b. Pulls creases in sealed body panels          |
| 13. ____ Starter punch  | c. Drives out rivets                            |
| 14. ____ Dent puller    | d. Raise low spots from the inside              |
| 15. ____ Dolly          | e. Useful on creases and ridges                 |

**MATCHING:** Match the following tools and their uses: (16 – 20)

- |                           |   |
|---------------------------|---|
| 16. ____ Pick             | a. Used to mark the metal                   |
| 17. ____ Suction cup      | b. Shear off rusted bolts                   |
| 18. ____ Finishing hammer | c. Used to achieve final contour            |
| 19. ____ Chisel           | d. Used during paintless dent removal       |
| 20. ____ Metal file       | e. Grasp and pull on glass or smooth panels |

**MULTIPLE CHOICE:**

21. Which of the following would be best to use when tightening a nut?  
a. Box wrench  
b. Combination pliers  
c. Locking pliers  
d. Open end wrench
22. Which of the following can be turned by a 6-point box wrench?  
a. Only a 4-point nut  
b. 4-point or 6-point nut  
c. Only a 6-point nut  
d. None of the above
23. Which of the following grips the nut the tightest?  
a. 12-point box wrench on a 4-point nut  
b. 6-point box wrench on a 6-point nut  
c. Open wrench on a 4-point square nut  
d. 12-point box wrench on a 6-point nut
24. Which of the following socket wrench handles should be used to loosen a stubborn bolt or nut?  
a. Ratchet handle  
b. Breaker bar  
c. Speed handle  
d. T-bars
25. Which of the following rules pertain to hand tool safety?  
a. Purchase quality hand tools  
b. Read the manufacturer's instructions  
c. Maintain the tools  
d. All of the above
26. Which of the following would be used to hold two panels together for welding?  
a. Welding clamp locking pliers  
b. C-clamp locking pliers  
c. Sheet metal screws  
d. All of the above
27. Which of the following hammers would you use to tap molding into place?  
a. Rubber mallet  
b. Sledgehammer  
c. Pick  
d. Ball peen

28. Which of the following can be used to lower a ridge?
- a. Metal file
  - b. Bumping file
  - c. Dinging spoon
  - d. All of the above
29. Which of the following can be used to raise dents in enclosed panels?
- a. Pull rod
  - b. heel dolly
  - c. Long picking hammer
  - d. All of the above

**ASE-STYLE:**

30. Technician A says that he prefers to use a box-end wrench to loosen any nut if the wrench has access. Technician B says he uses open-end wrenches in areas of very tight clearances. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
31. Which of the following is **not** an example of a socket wrench accessory?
- a. Spinner
  - b. Breaker bar
  - c. Adjustable wrench
  - d. Sliding T-handle
32. Technician A says that too small a drive size on a socket wrench for a given application could break the drive or socket. Technician B says that a spark plug socket is a good example of a shallow socket. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
33. Technician A says that he uses his large standard screwdriver as a pry bar when necessary. Technician B says that he will resharpen his Phillips screwdriver when it gets worn. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
34. A \_\_\_\_\_ is used like a small anvil while working out body damage.
- a. Ball peen hammer
  - b. Dolly
  - c. Spoon
  - d. Pick
35. Which statement is **not** correct?
- a. Most utility knives have extra blades stored in the handle.
  - b. A tap is a tool that cleans and rethreads holes.
  - c. Combination pliers have long, tapered jaws.
  - d. A dead blow hammer is filled with lead shot to prevent rebounding.

36. Technician A says that a dent puller only comes with a threaded tip. Technician B says that there is a dent puller that welds a pull pin onto the metal for the puller to grab. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
37. Technician A says that the danger from a chisel with a mushroomed head is that it could cut your hand or cause metal fragments to fly into your face. Technician B says that a cold chisel is used to split frozen nuts and shear off rusted bolts. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
38. A tool that comes in handy for shaping and leveling body filler is:
- a. Sanding board
  - b. Flatboy
  - c. Sanding block
  - d. Both a and b
  - e. All of the above
39. Which is **not** a safety rule applied to the use of pliers?
- a. Always cut at right angles.
  - b. Do not bend heavy metal with light pliers
  - c. Pliers should be used on nuts and bolts.
  - d. Never expose pliers to heat.

**TRUE OR FALSE:**

40. \_\_\_\_ If too much torque is used with an impact wrench, the fastener could be twisted off.
41. \_\_\_\_ Always actuate the drill before placing the drill bit against the workpiece.
42. \_\_\_\_ A jitterbug is a finishing orbital sander.
43. \_\_\_\_ A disc sander is used for fine finish sanding.
44. \_\_\_\_ A die grinder is used to grind burrs from holes.
45. \_\_\_\_ The most effective way to remove all finishes from a vehicle is by sandblasting.
46. \_\_\_\_ Body shop technicians and painters must have a wide variety of power tools to make their tasks easier.
47. \_\_\_\_ Never raise a vehicle with a passenger inside.

**MATCHING:** Match the following terms with their definitions:

- |                         |                                  |
|-------------------------|----------------------------------|
| 48. ____ Spray gun      | a. Removes old finish from metal |
| 49. ____ Impact wrench  | b. Coats a substrate             |
| 50. ____ Air drill      | c. Buffing action                |
| 51. ____ Orbital sander | d. Spot weld remover             |
| 52. ____ Sandblaster    | e. Removes body fastener         |

**MULTIPLE CHOICE:**

53. Which of the following is **not** a common cause for pneumatic tools to malfunction?
- |                                      |  |
|--------------------------------------|--|
| a. Lack of air pressure              | b. Excessive air pressure              |
| c. Lack of moisture in the air lines | d. Excessive moisture in the air lines |
54. Actual torque on a fastener is directly related to
- |                            |                     |
|----------------------------|---------------------|
| a. Condition of the socket | b. Joint hardness   |
| c. Tool speed              | d. All of the above |
55. Power tools use \_\_\_\_\_ to effect repairs.
- |  |
|--|
| a. Pneumatic, hydraulic, or electrical       |
| b. Air pressure, oil pressure, or electrical |
| c. Both a and b                              |
| d. None of the above                         |
56. A frame rack is a large electro/hydraulic machine consisting of:
- |                          |                     |
|--------------------------|---------------------|
| a. Thick steel framework | b. Pulling towers   |
| c. Hydraulic rams        | d. All of the above |
57. When using a bench grinder, always use a
- |   |
|---|
| a. Wheel with a rated speed equal to or less than the grinder's |
| b. 10-inch where  |
| c. Wheel guard  |
| d. All of the above   |
58. Power washers can **not** be used in:
- |                                      |  |
|--------------------------------------|--|
| a. Interior and exterior preparation | b. Engine and undercarriage cleaning   |
| c. Shop degreasing and cleaning      | d. Snow and salt removal from vehicles |

59. When using an extension cord, always
- Keep it as short as possible
  - Check it frequently during use for overheating
  - Unplug it from the receptacle before the tool is unplugged from the extension cord
  - All of the above
60. Hand and bottle jacks can have lifting capacities as high as
- 100 tons
  - 500 tons
  - 50 tons
  - 7 tons
61. If a hydraulic tool exhibits handle kickback, the likely cause is dirt in the
- Check valve
  - Release valve
  - Valve system
  - All of the above
62. Which statement(s) is/are true of lift safety:
- There are specific contact points to use
  - If not positioned correctly it could damage the underbody
  - The service manual will give lift points for each make and model
  - All of the above

**ASE-STYLE:**

63. Technician A says that when he uses an air impact wrench, the conventional chrome sockets are the only ones to use. Technician B never changes the impact wrench rotational direction while the trigger switch is on. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B
64. Which of the following is **not** an advantage of air-powered tools over electrically powered tools?
- Air tools run cooler
  - Air tools are lighter in weight
  - Air tools require less preventive maintenance
  - Air tools cannot be used without a compressor
65. Technician A says that tools with three-prong, grounded plugs must only be used with three wire grounded extension cords. Technician B prefers to always use a 50-foot extension cord made out of 14-gauge wire. Who is correct?
- Technician A
  - Technician B
  - Both A and B
  - Neither A nor B

66. Technician A says that when the grinding wheel on a bench grinder needs to be replaced, he always makes sure the new wheel has a rated speed that is equal to the rated speed of the grinder. Technician B says it is important to make sure that the wheel guards are in place. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
67. Which of the following is **not** a part of a paint spray gun?
- a. Gun body
  - b. Trigger lock
  - c. Fluid control valve
  - d. Air cap
68. Which statement concerning the use of jacks is **not** correct?
- a. Jack stands must be used before working under a car
  - b. Bottle jacks range from 1-1/2 to 100 tons lifting capacity
  - c. Service jacks are the most commonly used jack in the body shop
  - d. A body jack is also known as an end lift
69. Technician A says that when filling a hydraulic tool, he avoids overfilling it, in order to keep it functioning properly. Technician B says hydraulic tools never need any additional lubrication on the moving parts. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
70. Technician A says that he uses a disc sander to do a lot of his rough sanding. Technician B says that an orbital sander works with an oscillating motion. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
71. Some of the maintenance on above-ground lifts consists of
- a. Greasing any pulleys, pivoting lift links, and wheels
  - b. Oiling bearings, pins, and other moving parts
  - c. Checking cables and chains for worn or frayed areas
  - d. All of the above
72. The traditional stationary in-the-ground hydraulic lift is
- a. Usually found only in service stations, muffler shops, transmission shops, and tire dealers
  - b. Usually found in body shops, to write damage reports
  - c. Portable and able to be moved about by one person
  - d. None of the above

AUB-121 FALL 2013

NAME	CHAP 4	CHAP 5	CHAP 7	CHAP 11	CHAP 12	H/W AVG 25%	MID-TERM 25%	SHOP 25%
1	90	94	95	91	91	92.2	97	66
2	88	96	97	70	0	70.2	93	88
3	92	98	100	72	91	90.6	97	95
4	0	62	97	0	0	31.8	82	85
5	80	52	97	75	83	77.4	94	89
6	84	88	92	78	0	68.4	72	95
7	84	86	77	78	0	65	79	61
8	74	0	88	72	44	55.6	82	90
9	73	0	70	66	59	53.6	72	70
10	82	90	92	78	71	82.6	67	93
11	0	73	74	0	50	39.4	69	93
12	73	62	74	59	54	64.4	58	95
13	84	78	92	85	79	83.6	96	95

NAME	CHAP 4	CHAP 5	CHAP 7	CHAP 11	CHAP 12	H/W AVG 25%	MID-TERM 25%	SHOP 25%
14	43	0	0	48	61	30.4	58	78
15	78	88	86	89	83	84.8	79	83
16	65	74	90	65	69	72.6	76	95
17	86	80	80	76	62	76.8	92	85
18	86	92	82	82	83	85	94	100
19	82	92	82	69	63	77.6	86	86
20	65	82	90	87	80	80.8	76	80
21	82	94	84	85	69	82.8	67	91
22	75	74	80	80	78	77.4	69	89
23	78	80	82	72	80	78.4	90	89
24	84	84	84	91	96	87.8	81	91

0 F  
 70 D  
 77 C  
 85 B  
 93 A

FINAL 25%	FINAL AVG
79	83.55 C
91	85.55 B
97	94.9 A
60	64.7 F
97	89.35 B
69	76.1 D
70	68.75 F
81	77.15 C
47	60.65 F
70	78.15 C
62	65.85 F
62	69.85 F
82	89.15 B

FINAL 25%	FINAL AVG
48	53.6 F
70	79.2 C
73	79.15 C
89	85.7 B
90	92.25 B
52	75.4 D
82	79.7 C
63	75.95 D
60	73.85 D
94	87.85 B
75	83.7 C

**AUB-131      STRUCTURAL DAMAGE I      FINAL EXAM (03/09)**

**TRUE OR FALSE:**

1. \_\_\_\_ Unibody vehicles direct the force of the impact around and away from the passengers.
2. \_\_\_\_ The larger the area over which the impact is spread, the greater the damage.
3. \_\_\_\_ A severe collision will not cause diamond damage on unibody cars.
4. \_\_\_\_ A visual inspection is sufficient to accurately assess impact damage.
5. \_\_\_\_ Never attach centering gauges to any movable parts, including control arms or springs.
6. \_\_\_\_ Centerlines must be checked with one eye closed.
7. \_\_\_\_ Side unibody damage will cause the door, front section, center body pillar, and even the floor to deform.
8. \_\_\_\_ Always refer to the appropriate service manual for dimensions and procedures.

**MATCHING:** Match the following terms with their definitions:

- |                          |   |
|--------------------------|---|
| 9. ____ Secondary damage | a. Rocker panel pushed back   |
| 10. ____ Centerline      | b. Height measurement   |
| 11. ____ Tram gauge      | c. The impact shock wave as it travels through the body structure         |
| 12. ____ Datum line      | d. Width measurement  |
| 13. ____ Diamonding      | e. Dimensions on the right side of the vehicle are equal to the left side |
| 14. ____ Symmetrical     | ab. Center-to-center measurement  |

**MULTIPLE CHOICE:**

15. When a driver reacts by slamming on the brakes and forcing the front end to drive down, the result is known as  
a. Sidesway                      b. Diamond                      c. Twist                      d. Sag

16. Which of the following is **not** a characteristic of sidesway?
- Hood and deck lid will not fit into their proper opening
  - Buckles on the inside of one rail and buckles on the outside of the opposite side rail
  - Gap at the door on the long side and wrinkles on the short side
  - Frame rises upward at the top of the wheel arch, causing the spring housing to collapse
17. Sidesway damage in body-over-frame vehicles is similar to what type of damage in unibody vehicles?
- Twisting
  - Bending
  - Collapsing
  - Widening
18. What are self-centering gauges used to establish?
- Datum plane
  - Vehicle centerline
  - Both a and b
  - Neither a nor b
19. Which type of gauge is used to check alignment of the front and rear wheels?
- Centering
  - Strut centerline
  - Universal
  - Tracking
20. How many vertical scales does each self-centering gauge accommodate?
- One
  - Two
  - Three
  - Five
21. The zero plane sections include
- Top, middle, bottom
  - Front, middle, rear
  - Front, center, rear
  - None of the above
22. When measuring damage, a vehicle is similar to a building.
- If the foundation is not square and level, the rest of the structure also will be uneven.
  - The vehicle's foundation is the center section
  - The remaining measurements use the foundation as a reference
  - All of the above
23. On some unibody designs, what has a fixed (non-adjustable) value?
- Camber
  - Caster
  - Both a and b
  - Neither a nor b
24. Which of the following statements is incorrect?
- The dimensions given in manufacturers' body dimension manuals use the English system of measurement
  - The repair tolerances of critical manufacturing dimensions on unibody vehicles must be held to no more than +/- 3 millimeters.
  - The metric system is easier for computation than the English system
  - When a unibody vehicle is involved in an accident, the damage is often structural as well as cosmetic

25. From what part of a unibody vehicle are all height dimensions taken?
- a. Datum plane
  - b. Center plane
  - c. Centerline
  - d. Reference point
26. All unibody measurements and alignment readings should be taken relative to what section?
- a. Front
  - b. Rear
  - c. Center
  - d. Both a and b
27. To accurately measure a vehicle, how many correct dimensions are required as a starting point?
- a. At least two
  - b. At least three
  - c. At least six
  - d. One
28. What measuring system is used to check alignment of the front and rear wheels?
- a. Tram bar
  - b. Self-centering gauge
  - c. Tracking gauge
  - d. Strut tower gauge
29. Which of the following statements is incorrect?
- a. Upper body damage can be measured by the use of tram bars and a steel measuring tape
  - b. Reference point holes are frequently larger in diameter than the tram bar pointer
  - c. When checking front end dimensions, the best areas to use for the tram bar measurements are the attachment points for suspension and mechanical components
  - d. None of the above
30. Any deformation of the body side structure can be ascertained by irregularities in the \_\_\_\_\_ when it is opened and closed.
- a. Hood
  - b. Trunk
  - c. Door
  - d. None of the above

**ASE-STYLE:**

31. Technician A says that to analyze damage on a unibody vehicle, the entire structure must be considered. Technician B says that measuring equipment is not necessary during damage analysis. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
32. Which of the following is **not** a symptom of collision damage?
- a. Parts that are broken or missing
  - b. Part-to-part joints shifted
  - c. Bubbling of the paint finish
  - d. Corners and edges of components misaligned

33. When discussing measuring techniques, Technician A states a preference for starting the measuring in the center section of the vehicle. Technician B says you must start with at least five references. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
34. Technician A says that most reference points are actually holes in the vehicle structure. Technician B says that manufacturers supply the specifications on the most important upper body reference points. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
35. The name of the gauge that measures one dimension at a time is
- a. Centering gauge
  - b. Tram gauge
  - c. Strut centerline gauge
  - d. Measuring tape
36. Self-centering alignment gauges are used to read \_\_\_\_\_ major elements of collision damage.
- a. two
  - b. three
  - c. four
  - d. five
37. Technician A says the strut tower gauge is used most often to detect misalignment of the lower frame rails. Technician B says a strut tower gauge shows misalignment of the strut tower/upper body parts in relation to the centerline plane and datum line plane. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
38. Technician A says that the advantage of a universal system over a tram gauge is that all readings are instantaneous. Technician B says with most mechanical measuring systems, several mechanical pointers are attached to a precision measuring bridge. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
39. The first damage condition to look for and measure is
- a. Sag
  - b. Mash
  - c. Twist
  - d. Diamond
40. Before beginning any universal measuring operations, be sure to
- a. Remove detachable damaged body parts
  - b. If the damage is severe, perform rough straightening to the foundation of the vehicle
  - c. If mechanical parts are left in the vehicle and an overhang condition exists, this must be accounted for.
  - d. All of the above

**MATCHING:**

Match the following words with the terms that most closely corresponds to them:

- |                              |                                    |
|------------------------------|------------------------------------|
| 41. _____ Anchor pots        | a. Single-direction pulls          |
| 42. _____ Pinch weld clamps  | b. Multiple pulls                  |
| 43. _____ Frame-type car     | c. Sideways damage                 |
| 44. _____ Unibody car        | d. Used to anchor unibody vehicles |
| 45. _____ Lateral deflection | e. In-floor system                 |

**TRUE OR FALSE:**

46. \_\_\_\_ Modern body aligning makes body straightening a great deal more difficult.
47. \_\_\_\_ The two types of in-floor straightening systems are modular rail frame and rack.
48. \_\_\_\_ Portable body and frame pullers can often pull in only one direction.
49. \_\_\_\_ The bench systems can never be used unless there are at least three control points on the undamaged part of the vehicle.
50. \_\_\_\_ The suspension and driveline must always be removed before putting a unibody car on the bench.
51. \_\_\_\_ It is not recommended to make an alignment or straightening pull in one step on a unibody vehicle.
52. \_\_\_\_ A restraint bar can be used to hold or maintain a dimension in an opening when pulling.
53. \_\_\_\_ Sag is never a problem at the front frame cross member.
54. \_\_\_\_ When restoring a damaged vehicle, “state” and “shape” mean the same thing.
55. \_\_\_\_ A strut plate is an accessory that allows you to attach a pulling chain to the top of a shock tower.

56. \_\_\_\_ Measurement tolerance is a 3 to 5 millimeter difference between the spec dimensions and your actual measurement.
57. \_\_\_\_ Typically, when straightening unibody/frame damage you should achieve the following sequence: length, width, and height

**MULTIPLE CHOICE:**

58. An in-floor system is ideal for
- a. Use as a measuring system
  - b. Use in a small body shop
  - c. Repairing minor damage
  - d. All of the above
59. Alignment benches are available in two types
- a. Fixed and movable
  - b. Fixed and modular
  - c. In-floor and portable
  - d. Rack and hydraulic
60. In planning the repair (pulling) sequence, remember the basic guides to ensure that misalignment and damage will be corrected with minimum metalworking and without further damage.
- a. Repair the damage in the reverse (first-in, last-out) sequence
  - b. Plan the pulling sequence with the pulls in the direction opposite to the damage
  - c. Both a and b
  - d. None of the above
61. \_\_\_\_ can be used to push, spread, clamp, pull, and stretch.
- a. Power towers
  - b. Portable hydraulic rams
  - c. Chain less anchoring systems
  - d. Nylon pull straps
62. Before a powerful side pull is executed, apply \_\_\_\_ to prevent pulling the vehicle off the straightening equipment.
- a. Drawing chains
  - b. Counter supports
  - c. Pinch weld clamps
  - d. None of the above
63. The unitized body has made multiple anchoring
- a. Obsolete
  - b. A must
  - c. Necessary in some cases
  - d. A difficult and time consuming job
64. Single pulls are effective on:
- a. Primary damage to unibody vehicle
  - b. Minor damage to full-frame vehicles
  - c. Both a and b
  - d. None of the above
65. Stress concentrators are designed into unibody vehicles to:
- a. Control and absorb collision forces
  - b. Minimize structural damage
  - c. Increase occupant protection
  - d. All of the above

66. Which of the following is **not** a cause of stress on a unibody car?
- a. Improper welding techniques
  - b. Overheating
  - c. Misaligned
  - d. Deformation
67. When using heat on a unibody rail
- a. Cool the heated area with water
  - b. Cool the heated area with compressed air
  - c. Heat only the corners
  - d. Heat the entire rail thoroughly

**ASE-STYLE:**

68. Technician A says that a small bend requires a multiple-pull setup. Technician B says the multiple-pull method helps to prevent tearing. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
69. Which of the following is **not** a type of straightening equipment?
- a. In-floor system
  - b. Rack system
  - c. Bench system
  - d. Cross-draft system
70. When discussing straightening equipment, Technician A states that a computerized straightening system electronically monitors pulling operations. Technician B says the system tells you where to place the pull clamps for effective pulling. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
71. Technician A says that in most cases a single hard pull in one direction on a unibody vehicle will tear the metal. Technician B says to position four pinch weld clamps under the outer corners of the center section of the vehicle. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
72. Straightening equipment includes:
- a. anchoring equipment
  - b. hydraulic pulling equipment
  - c. other accessories (chains, clamps)
  - d. All of the above
73. The body-on-frame vehicle can usually be straightened with
- a. Less force than used on most unibody corrections.
  - b. A series of single-direction pulls
  - c. Four or more pulling points and direction
  - d. None of the above

74. Technician A says that as a body repair technician performing structural corrections you should wear leather gloves to prevent hand injuries. Technician B says the best place to be while making a pull is inside the vehicle being repaired. Who is correct?

- a. Technician A
- b. Technician B
- c. Both A and B
- d. Neither A nor B

75. Technician A says rollover damage results when a vehicle flips over. Technician B says as the vehicle rolls over, the front pillar and roof often hit the ground first. Who is correct?

- a. Technician A
- b. Technician B
- c. Both A and B
- d. Neither A nor B

76. When executing a pulling sequence Technician A states by adding tubing to the ram, a straight out pull can be accomplished. Technician B states a horizontal pull on a rail can be accomplished by placing the ram at about a 45-degree angle. Who is correct?

- a. Technician A
- b. Technician B
- c. Both A and B
- d. Neither A nor B

77. Which statement about pulling safety is correct?

- a. Never use a service jack for supporting the vehicle while working on or under it
- b. Wear leather gloves to prevent hand injuries
- c. Never stand in line with a chain or clamp
- d. All of the above

**AUB-131      STRUCTURAL DAMAGE I      MID-TERM (03/09)**

**TRUE OR FALSE:**

1. \_\_\_\_ FR vehicle body structure has the engine mounted in the front and the driving wheels in the rear.
2. \_\_\_\_ The engine of an FF vehicle can be mounted longitudinally or transversely.
3. \_\_\_\_ In an FF passenger car, the engine is mounted in the back of the vehicle and the engine drives the front wheels.
4. \_\_\_\_ In a FR vehicle the engine, transmission, and differential are separate assemblies so more weight can be distributed uniformly between the front and rear wheels.
5. \_\_\_\_ Most conventional frames are narrow at the rear and wide at the front.
6. \_\_\_\_ A perimeter frame provides increased protection to the car's body in the event of a side impact.
7. \_\_\_\_ Body-over-frame construction has a separate body structure.
8. \_\_\_\_ A front clip is also called the doghouse.
9. \_\_\_\_ Fenders are located on the rear section.
10. \_\_\_\_ The first model T cost only \$2,000.

**MATCHING: Match the following terms with their definitions:**

- |                          |   |
|--------------------------|---|
| 11. ____ Ladder frame    | a. Radiator support, front fender, and apron                                |
| 12. ____ X-frame         | b. Two side members connected by a series of cross members                  |
| 13. ____ Perimeter frame | c. Forms border around the passenger compartment                            |
| 14. ____ Front body      | d. Dash panel, underbody, and roof  |
| 15. ____ Main body       | e. Gives the vehicle a rigid structure that withstands high degree of twist |

**MULTIPLE CHOICE:**

16. Which of the following frame designs would you expect to find in a semi-unitized vehicle?
- a. Stub frame
  - b. X-frame
  - c. Perimeter frame
  - d. Ladder frame
17. Which of the following is a part of the side body structure?
- a. Center body pillar
  - b. Main rear floor side member
  - c. Apron
  - d. All of the above
18. Which of the following is a part of the front body structure?
- a. Rocker panel
  - b. Quarter wheelhouse panel
  - c. Front floor panel
  - d. Cowl panel
19. Unibody vehicles tend to:
- a. Transmit and distribute impact energy throughout the vehicle.
  - b. Be lighter in weight.
  - c. Absorb and dissipate impact energy, which helps keep passenger compartments intact during many types of collisions.
  - d. All of the above.
20. In an MR unibody structure, what panel supports the independent front suspension?
- a. Front cross member
  - b. Front fender apron
  - c. Side rails
  - d. Radiator support
21. In a FWD vehicle, the engine:
- a. Is mounted longitudinally.
  - b. Drives the front wheels
  - c. Is mounted transversely.
  - d. All of the above
22. Which of the following statements is **not** true of hybrid vehicles:
- a. Uses an engine and an electric motor.
  - b. Hitting the brakes actually generates and stores energy.
  - c. Holds the record for fuel economy at around 50 MPH.
  - d. None of the above.
23. The stiffer sections of the unibody design:
- a. Dampen and localize damage.
  - b. Transmit and distribute impact energy.
  - c. Either a or b
  - d. None of the above
24. Through the 1960's, American automobiles were manufactured in pretty much the same way with similar characteristics:
- a. Body-over-frame construction.
  - b. Independent front suspension.
  - c. Rear drive, with solid axle housing.
  - d. All of the above.

25. The goal of collision repair is:
- a. To restore the vehicle to its pre-accident condition.
  - b. To have the insurer pay for repainting the entire vehicle.
  - c. To rebuild the vehicle.
  - d. To restore the vehicle to a like-new condition.

**ASE-STYLE:**

26. Technician A says viewing a vehicle as having three sections helps in many aspects of the repair process. Technician B says the vehicle is divided into a top, middle, and lower section. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
27. Which of the following is not a body shape classification?
- a. Convertible
  - b. Hardtop
  - c. Sport or multipurpose
  - d. Perimeter
28. Technician A prefers to set up a pull technique on a unibody wherever possible. Technician B says that only pull type repairs can be done on conventional frame designs. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
29. Technician A says the left side of a North American vehicle is the driver's side of the car. Technician B says that the right side is opposite of the steering wheel. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
30. A conventional front body section contains which of the following components?
- a. Rocker panel
  - b. Radiator support
  - c. Floor pan
  - d. A-pillar
31. Which statement is **not** correct about a stressed hull structure?
- a. It is difficult to crush it.
  - b. Force is dispersed throughout the structure.
  - c. A beehive is often cited as an example of this type of design.
  - d. This design is used in aircraft manufacture.
32. Technician A says corrosion protection is not a major part of a unibody repair. Technician B says that sheet metal on unibodies is thick enough to resist corrosion on its own. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

33. Technician A says that the modern unibody tends to transmit and distribute impact energy throughout more of the vehicle. Technician B says the damage caused by the impact energy can cause handling problems later. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
34. Crash testing is used to:
- a. Ensure that various parts and assemblies react in the way they were intended to.
  - b. Show how much impact people would suffer during a collision.
  - c. Determine how well a vehicle might survive a crash.
  - d. All of the above
35. Technician A says that all roofs of vehicles are welded on. Technician B says some modern vehicles' roofs are attached with adhesives. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

**TRUE OR FALSE:**

36. \_\_\_\_ S.I. is an abbreviation for Systems International.
37. \_\_\_\_ A metric ruler is marked in millimeters and centimeters.
38. \_\_\_\_ A parallax error results when you read a ruler from an angle.
39. \_\_\_\_ A tram gauge is used for mixing paint.
40. \_\_\_\_ A micrometer is also called a "mike."
41. \_\_\_\_ A flow meter measures the movement of air.
42. \_\_\_\_ A viscosity cup measures paint film thickness.
43. \_\_\_\_ Paint film thickness is measured in grams.
44. \_\_\_\_ Service information includes written instruction.
45. \_\_\_\_ Refinishing guides give panel straightening information.

**MATCHING:** Match the following terms with their definitions.

46. \_\_\_\_ Technical service bulletins      a. Shows how fluids or air moves through circuits
47. \_\_\_\_ SST      b. Uses a system of ten
48. \_\_\_\_ Flow diagram      c. Explains specific mechanical and structural problems
49. \_\_\_\_ Metric      d. Allows from one measuring system to another
50. \_\_\_\_ Conversion charts      e. Tools designed for specific repair

**MULTIPLE CHOICE:**

51. Conversion charts are used for:
- Making change
  - Converting from one paint brand to another
  - Changing from one measuring system to another
  - None of the above
52. A parallax error occurs when:
- Frame measurements are taken while chains are taut.
  - Not painting in a parallel motion.
  - Reading a ruler or scale from an angle and not straight down.
  - None of the above.
53. A tram gauge is used for:
- Measuring interior trim parts.
  - Measuring body dimensions.
  - Weighing paint.
  - Aligning the headlight beams.
54. A flow meter measures:
- The amount of work produced in a shop.
  - The mixing of tri-coat paints.
  - The movement of air, gas, or liquid past a given point.
  - None of the above.
55. A digital thermometer gives readings using:
- Fahrenheit
  - Celsius
  - Centigrade
  - Both a and b
56. A graduated pail is used for:
- Mixing paint.
  - Measuring and disposing of waste paint
  - Checking oil viscosity
  - None of the above

57. Paint thickness is measured in:
- a. Pounds
  - b. Inches
  - c. Feet
  - d. Mils
58. \_\_\_\_\_ publishes aftermarket repair manuals.
- a. Mitchell Manuals
  - b. Motor Manuals
  - c. Chilton Manuals
  - d. All of the above
59. \_\_\_\_\_ explains paint codes, types of paints, and how to apply paints.
- a. Technical service bulletin
  - b. SST
  - c. VIN software
  - d. Refinishing guide
60. A vehicle dimension manual will contain:
- a. Engine compartment measurements
  - b. Deck lid opening measurements
  - c. Torque values
  - d. All of the above

**ASE-STYLE:**

61. Technician A says vehicle dimension manuals are issued once a year. Technician B says updates are given every six months. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
62. Technician A says that Vehicle Restoration Guides list hard-to-find parts for older cars. Technician B says these guides give repair instruction for older cars. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
63. Technician A says that MSDS is an abbreviation for Material Safety Data System. Technician B says that MSDS is an abbreviation for Material Safety Data Sheets. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
64. Technician A says paint codes are found in the door jamb. Technician B says they are found on the inside of the deck lid. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
65. Technician A says that auto manufacturers make part changes once a year. Technician B says the manufacturer will sometimes change design of parts mid-year. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

66. Technician A says service symbols are small pictures that represent only a part location. Technician B says these symbols represent only safety procedures. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
67. Technician A says a diagnosis chart gives information to find the source of a problem. Technician B says that a troubleshooting chart gives this information. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
68. Technician A says interior and exterior lights are parts of the major electrical system. Technician B says that the factory sound system is part of the major electrical system. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
69. Technician A says the human leg was first used to measure a yard. Technician B says the length of a human arm was used to measure a yard. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B
70. Technician A says parallax error results from reading a ruler from an angle. Technician B says this error is called “parallel” error. Who is correct?
- a. Technician A
  - b. Technician B
  - c. Both A and B
  - d. Neither A nor B

AUB-131 FALL 2013

NAME	CHAP 2	CHAP 3	CHAP 17	CHAP 18	H/W AVG 25%	MID-TERM 25%	SHOP 25%	FINAL 25%
1	80	96	80	87	85.75	81	61	77
2	91	91	0	88	67.5	94	85	86
3	94	94	90	85	90.75	99	94	100
4	0	98	76	0	43.5	83	81	74
5	73	85	0	69	56.75	79	90	58
6	76	0	48	82	51.5	77	64	70
7	41	0	0	78	29.75	89	86	77
8	0	73	0	45	29.5	59	68	52
9	85	91	80	80	84	93	95	78
10	65	0	56	65	46.5	79	90	61
11	56	67	56	65	61	47	93	53
12	57	71	86	0	53.5	87	71	64
13	87	94	78	81	85	91	86	71

NAME	CHAP 2	CHAP 3	CHAP 17	CHAP 18	H/W AVG 25%	MID-TERM 25%	SHOP 25%	FINAL 25%
14	42	0	0	47	22.25	49	69	44
15	85	91	90	78	86	80	79	69
16	58	80	70	78	71.5	83	90	84
17	75	81	0	56	53	90	87	62
18	74	96	88	95	88.25	83	100	92
19	0	0	0	0	0	0	0	0
20	64	85	53	80	70.5	67	81	78
21	86	86	86	93	87.75	67	90	70
22	58	58	58	0	43.5	77	80	52

0 F  
70 D

77 C  
85 B  
93 A

FINAL AVG

76.1875 D  
83.125 C  
95.9375 A  
70.375 D  
70.9375 D  
65.625 F  
70.4375 D  
52.125 F  
87.5 B  
69.125 F  
63.5 F  
68.875 F  
83.25 C

FINAL AVG

46.0625 F  
78.5 C  
82.125 C  
73 D  
90.8125 B  
0 F  
74.125 D  
78.6875 C  
63.125 F

# **AUTO BODY ADVISORY COMMITTEE MINUTES FOR 16 January 2014**

Members Present: Ashley Dickerson  
Chris Sellers  
Rick Miles

New Members: Joe Fudala

Instructor/Staff: David L. Dominie

Members Absent: George Davila  
Brad Walser  
Gary Maddox

Welcome: An informal meeting was held at the FTCC Auto Body Shop.

Business:

David Dominie, Instructor/Program Coordinator for the Collision Repair and Refinishing Department, convened the Auto Body Advisory Committee.

The discussion centered on the new equipment that has been installed at the Auto Body Repair Shop. New trends associated with the Collision Repair Industry were discussed. The Committee was advised of the possibility of a new 2 year Associates Degree in Collision Repair and Refinishing.

The members agreed to look for new people to join the Committee.

DAVID L. DOMINIE  
Instructor/Program Coordinator  
Collision Repair and Refinishing

## **AUTO BODY ADVISORY COMMITTEE MINUTES FOR 14 May 2014**

Members Present: Ashley Dickerson  
Chris Sellers  
Joe Fudala  
George Davila

Instructor/Staff: David L. Dominie

Members Absent: Brad Walser  
Gary Maddox

New Members: Sam Cooke – Devore-Cooke Auto Parts

Welcome: An informal meeting was held at the FTCC Auto Body Shop.

Business:

David Dominie, Instructor/Program Coordinator for the Collision Repair and Refinishing Department, convened the Auto Body Advisory Committee.

The discussion centered on the need for attendance at the Advisory Committee meetings. Also was discussed was the need for more and/or new members to join the Committee. The Committee was updated on the new 2 year Associates Degree in Collision Repair and Refinishing.

The members agreed to try to attend better and also look for new people to join the Committee.

DAVID L. DOMINIE  
Instructor/Program Coordinator  
Collision Repair and Refinishing

# *Fayetteville Technical Community College*

## **2013-2014 END-OF-YEAR REPORT**



### **Mission Statement**

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

**P.O. Box 35236  
2201 Hull Road  
Fayetteville, North Carolina 28303-0236  
[www.faytechcc.edu](http://www.faytechcc.edu)**

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE  
2013-2014 END-OF-YEAR REPORT**

***Institutional Goal # 1: Respond to student and community needs through measurable goals:***

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1.1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)</p>	<p>Workforce Development Director and Business Services Representative have made several presentations regarding WIA services, to include FASHRM (Fayetteville Area Society of Human Resource Managers) and a workshop on On-the-Job Training at the NC Partnership Conference. (Workforce Development)</p> <p>FTCC Foundation Board Members, Executive Director, and College President made presentations to five community groups in support of raising funds for student needs. Also, the FTCC Foundation Board Members, Staff, and Ambassadors were included in three radio programs and four radio spots. (Foundation)</p> <p>FTCC Foundation Executive Director coordinated with faculty and staff to donate four full Backpack Buddy bags through Leadership Fayetteville and led the FTCC Alumni Association and Ambassadors in an Adopt-a-Student effort that provided Christmas presents to three student families. (Foundation)</p> <p>Marketing &amp; Public Relations Department Information Released:</p> <ol style="list-style-type: none"> <li>1) Press Releases - 25 Postings</li> <li>2) Facebook Releases - 205 Postings               <ul style="list-style-type: none"> <li>- Likes increased from 1,430 to 3,541</li> </ul> </li> <li>3) Twitter Releases - 336 Postings               <ul style="list-style-type: none"> <li>- Followers increased from 21 to 222</li> <li>- Example/US Department of Veteran Affairs</li> </ul> </li> </ol>

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE  
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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<ul style="list-style-type: none"> <li>* Response to FTCC VA Tweet/Credit for Prior Learning</li> <li>* US Dept of VA Affairs - 19,200 followers</li> <li>* Student Veterans of America - 6,300 followers</li> <li>* VFW Post 2866 - 400 followers</li> <li>* Total: Message Tweeted to 29,000+ followers</li> </ul> <p>4) LinkedIn - Company Page - 1,091 Followers - College Page - 6,667 Followers</p> <p>5) Blog - 15 Postings - 18 Followers</p> <p>6) Instagram - 21 Photos Posted - 23 Followers</p> <p>7) Google+ (new site) - 1,559 Views - 2 Followers</p> <p>8) YouTube (Media Services) - 71 Subscribers</p> <p>(Marketing &amp; Public Relations)</p> <p>FTCC Media Services produced public relations, marketing, promotional and informative media to inform and educate an adult audience. (Media Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Provided curriculum program/division orientations. (Curriculum)</p> <p>Provided Health Applicant Counseling Sessions for prospective health students and information sessions for eligible health applicants. (Curriculum)</p> <p>Sigma Kappa Delta produced a video of student literacy narratives in coordination with FTCC Media Services. (Curriculum)</p> <p>Provided 46 community presentations plus weekly in-house briefing/presentations to the College and Career Readiness Orientation Class (Make the Grade) and various weekly HRD classes both on and off campus. (Continuing Education)</p> <p>Through advertisement, tabloid and bi-weekly ads the College continued to increase enrollment to meet the demanding needs of the community. (Continuing Education)</p> <p>Participated in Open Houses, Prior Learning Assessment (PLA) workshops, and NCAEOP presentations. (Curriculum)</p> <p>Provided 26 outreach events included: Five major print articles, two radio interviews, 16 Education Fairs, presentations given at CAEL and CCME symposiums. ( Military Programs)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Produced and hosted 24 (two per month) "FTCC Community Spotlight" radio shows on the WIDU AM radio network. (Success Center)</p> <p>Wrote an article highlighting the history, services, and resources of the Success Center; published in the April 9-15, 2014 edition of "Up and Coming" magazine. (Success Center)</p> <p>Career Counseling participated in a UNC-CH videography on FTCC C-STEP student's successes and who completed an internship in Switzerland. (Student Services).</p>
<p>1.2 Use the Educational TV channel to provide timely information/programming to the community (2)</p>	<p>FTCC Media Services production staff produced five monthly programs in the FCE-TV studio including two Cumberland County programs that promoted our region: "Cumberland Conversations" and "Cumberland Matters" and two FTCC education programs that promoted our College, one in English, "FTCC and You" one in Spanish, "Punto de Encuentro," and "Get Connected" in partnership with Cumberland County Schools.</p> <p>We added several productions to FCE-TV: The FTCC 2014 Graduation Ceremony at the Crown Coliseum, a series of student orientation videos including "FTCC Student Welcome," "FTCC Student Checklist," "FTCC Financial Aid," "How to use WEBADVISOR," "Esthetics," "2014 State of the</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>College: FTCC's Economic Impact on Our Region," and six new FCE-TV Channel Identification videos. (Media Services)</p> <p>Once a month: Punto de Encuentro and FTCC and You. (Continuing Education)</p> <p>A new TV commercial was released for advertising FTCC Continuing Education programs such as EMS, Fire and Certified Nursing Assistant that have been viewed by the public. (Continuing Education)</p> <p>Barbering Program was highlighted in Continuing Ed informational commercial. (Continuing Education)</p> <p>The Small Business Center created an infomercial and utilized the educational TV channel to promote the Small Business Center services. (Continuing Education)</p> <p>An informational piece on MOS Program was provided to FECTV. (Military Programs)</p>
1.3 Partner with community organizations to connect students to potential employers (3)	<p>The Document Control Technician attended Job Fairs to include: "March to Work" on March 27 and "Hiring Our Heroes" on April 30. (HR/WFD/IE)</p> <p>The Workforce Development Business Services Representative/On-the-Job Training Coordinator met and partnered with over 40 businesses and</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>organizations around the community for On-the-Job training opportunities, including, but not limited to, Hercules Steel, McCune Technology, Time Warner Cable, U-Teck, Center for Economic Empowerment &amp; Development, Harlow Heating &amp; Air Services, Union Corrugating, Tekton Construction Company, L3 Communications, Karaman Communications, Operations Services, Inc., and Southeastern Freight Lines. (Workforce Development)</p> <p>Conducted Annual Employer Survey in Spring 2013. 100% would hire more FTCC graduates. (HR/WFD/IE)</p> <p>FTCC Foundation Board Member offered internship opportunity through Systel. FTCC Foundation circulated two large job fairs notices out to the FTCC Alumni Association members. (Foundation)</p> <p>FTCC partnered with Cumberland County, Cumberland County Schools, UNC Pembroke, FSU to provide educational and informative programming for students and the community. (Curriculum)</p> <p>Procurement Manager connected Workforce Development with management at the Cameo Theatre to connect students with potential job opportunities. (Business &amp; Finance)</p> <p>In partnership with Career Step, we offered optional externships with CVS/Walgreens for students in the "Working in the Pharmacy" program.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>(Continuing Education)</p> <p>Provided HRD classes for those specifically seeking employment at the following plants: Smithfield, Mountainair and Prestige Farms. (Continuing Education)</p> <p>We have partnerships with Cape Fear Valley Hospital, Cumberland County EMS and surrounding area health offices to meet the growing demand for potential employers. (Continuing Education)</p> <p>Local businesses came into classes as guest speakers to promote employment after completion. Partnered with CEED, SBTDC, SCORE and SBA to offer entrepreneurship educational training for potential self-employers and small business owners. (Continuing Education)</p> <p>Chamber of Commerce – Provided AMA classes for students to achieve promotional levels in their current jobs or for obtaining other possible jobs. Took flyers to Job Fairs. (Continuing Education)</p> <p>Industry Services partnered with Workforce Development and the Employment Security Commission. (Continuing Education)</p> <p>Developed an English Education Pre-Major; and liaised with Cumberland County Public Schools and the Fayetteville</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Observer to place students in Work-Based Learning internships. (Curriculum)</p> <p>Social Work Club hosted the following: a LCSW from Ft. Bragg to discuss her career as a social worker; the clinical supervisor of the Social Work Program at Methodist University gave students an overview of social work as a career. (Curriculum)</p> <p>Provided a paralegal reception at the Cumberland County Courthouse. (Curriculum)</p> <p>Career Counseling coordinated Health Job Fair with 27 vendors (98 FTCC health students attended); Coordinated and planned Career Job Fair for various programs with 37 vendors (over 500 FTCC students attended); Provided 154 job vacancy announcements from potential employers; Met with 52 potential FTCC student employers to advertise job notices. (Student Services)</p> <p>Spring Lake received 25 scholarships at \$1000 for FTCC graduates matriculating to FSU. (Curriculum)</p>
1.4 Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)	FTCC Foundation engaged stakeholders and focused on re-engaging past organizational and scholarship donors while also expanding existing fundraising campaigns and events. (Foundation)

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Technical Innovations and Applications obtained NCCCS Virtual Learning Community (VLC) grant of \$150,000 and partnered with other VLC Centers to obtain \$200,000 2+2 funds. All funds expended to serve the end user, the students. (Foundation)</p> <p>FTCC has been awarded grants from local businesses, state and federal governments, and various non-profit foundations to enhance students' educational experiences. FTCC has received grants ranging from \$3,000 to over \$1,000,000. Each grant has a specific purpose for use. Some of the grants that FTCC has received were used to award scholarships for students in specific programs of study, to pay for childcare costs for students to attend classes, and to reimburse students for testing fees. (Foundation)</p> <p>Briefs were provided to: Select Committee of the NC General Assembly; NC Lt. Gov; NC State Senators; NC Sec of Commerce; NC State Representatives; XVIII ABN Corps Commander; and NC State Adjutant General. (Military Programs)</p> <p>Career Counseling completed recruitment of high school and college students for the C-STEP program, emphasizing Carolina Covenant opportunities of possible funding sources; designed and advertised university flyers for representatives and their campus visits to recruit FTCC students for continued education beyond the two-year funding limit (15); coordinated visit from UNC-CH FA office to discuss student funding. (Student Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1.5 Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)</p>	<p>FTCC Foundation worked with the College to move the scholarship application and selection process to financial aid and scholarship so that more students had the opportunity to apply and more awards made to students who meet the donors' criteria. FTCC Foundation Board voted to allow for full-time equivalence to be counted for health scholars who were in clinicals and to allow a semester academic probation period to better align the scholarships and student needs. Foundation staff met with Veteran's Service center, Career Center, Culinary Arts, high school, Performing Arts, and Business program areas to discuss funding needs and opportunities. (Foundation)</p> <p>Utilized grant funding through the Foundation for bus passes to improve student retention in the HRD program. (Continuing Education)</p> <p>EMT-Basic and Paramedic pass rates were measured with Paramedic passing rates of 97% and EMT-Basic at 91% passing rate for 2013-2014. (Continuing Education)</p> <p>Worked with the Foundation Office to seek funding to promote youth entrepreneurship. Small Business Center received \$5,000 grant from Wells Fargo Corporation. (Continuing Education)</p> <p>Provided two adequate Center for Business and Industry rooms for quarterly meetings enabling them to have a place that allowed for catering food, so they did not have to leave the premises and can continue their meetings.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	(Continuing Education)
1.6 Streamlining initial processing of WIA participants to ensure more efficient transition into training programs. (2, 3, 4)	<p>The Workforce Development Center have streamlined its services to customers by integrating our services with Wagner-Peyser (Employment Service). We closed the separate office in Spring Lake, and we have organized the WIA staff into teams with the Wagner-Peyser staff: Welcome, Employment Assistance, Talent development, and Employer Services. All customers entered one door at Ray Avenue, and were escorted to the team that meets their needs. Each individual was co-enrolled in Wagner-Peyser and WIA. We have moved the staff into cubicles to be closer to their teams. We have integrated the phone system as well. The entire staff meets weekly, and we have done a lot of cross-training. In addition, we are contracted services for Youth, Adults, and Dislocated Workers through an RFP process, and the contractors were required to fit into the Integrated Services model. (HR/WFD/IE)</p> <p>Provided on-demand HRD daytime and evening classes designed specifically for both adult and young WIA participants. (Continuing Education)</p>
1.7 Reduce the number of students testing into developmental classes. (1, 2)	<p>Technical Innovations and Applications created a MOOC as a refresher in basic math to prepare the student for taking ACCUPLACER® with the intended outcome of placing out of developmental math.</p> <p>Offered 15 Academic Review classes to prepare students for post secondary</p>

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	<p>education. (Continuing Education)</p> <p>Moved an instructor to I-PASS to aid in English/Reading workshops and test preparation for Developmental Reading and English students. Faculty worked with the IPASS Center. (Curriculum)</p> <p>Provided additional refresher training in English and Mathematics to military students and dependents. (Military Programs)</p> <p>Admissions implemented an ACCUPLACER Prep program for new students. (Student Services)</p>
<p>1.8 Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)</p>	<p>Institutional Effectiveness created web-based course evaluations and downloaded the results during the 2013-14 academic year. (HR/WFD/IE)</p> <p>Student course evaluations were administered every semester at every level of DRE and ENG. (Curriculum)</p> <p>Administered end-of-course student evaluations for both traditional and distance learning courses. Evaluation forms were updated upon the need. (Continuing Education)</p> <p>100% of all College and Career Readiness students meeting enrollment requirements completed course evaluations. (Continuing Education)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>At the end of each Emergency and Protective Services course, students were required to evaluate the course and the instructor. (Continuing Education)</p> <p>Mid-Course and End-of-Course evaluations were completed in all business services classes. (Continuing Education)</p> <p>Small Business Center administered seminar evaluations at every seminar for quality control and to ensure customer satisfaction. (Continuing Education)</p> <p>Classes were asked to complete course evaluations every semester. (Curriculum)</p> <p>Surveys were conducted in 10% of each semester's classes. (Military Programs)</p> <p>Administered student course evaluations for the Continuing Education Teacher Renewal courses. (Success Center)</p>
1.9 Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5, 6)	<p>Institutional Effectiveness administered the Annual Non-Returning survey in October 2013.</p> <p>The top three reasons for students not returning were:</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<ol style="list-style-type: none"> <li>1. Financial reasons-36.26%</li> <li>2. Family/Personal reasons-20.88%</li> <li>3. Relocated-12.09% (IE)</li> </ol> <p>Reasons from Continuing Education students for not returning: No scholarships were offered and no senior citizen free courses were offered to help them financially take courses. Continuing Education staff called students when classes had been canceled and informed them of the new class. (Continuing Education)</p>
1.10 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)	<p>Institutional Effectiveness administered the Annual Graduate Survey to assess satisfaction rates for courses and programs of study from January to May 2014.</p> <ol style="list-style-type: none"> <li>1. Instruction in program area courses 94.6%</li> <li>2. Overall quality of academic program 95.4% (IE)</li> </ol> <p>Administered a Graduation Survey through Survey Monkey to secondary education graduates. (Continuing Education)</p> <p>Annual graduate surveys were performed to submit findings to COAMPS Accreditation for National Registry Paramedic. (Continuing Education)</p> <p>100% end of course evaluations were conducted in Industry Services.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>(Continuing Education)</p> <p>Phone calls were made to complete this information gathering. (Curriculum)</p>
<p>1.11 Improve assessment plans with documented evidence of outcomes. (1)</p>	<p>Institutional Effectiveness conducted an audit of assessment plans within WEAVEonline for the current assessment cycle that met College and SACSCOC standards and identified those that needed improvement during the 2013-14 academic year. (IE)</p> <p>This was done by the manager through WEAVEonline. (Print Shop)</p> <p>Maintained an assessment plan for quality enhancement. (Administrative Services)</p> <p>Utilized organizational plans to improve efficiency. (Plant Operations)</p> <p>Senior VP for Business &amp; Finance, AVP for Business &amp; Finance, Director of Bookstore, and Property Control Supervisor used WEAVEonline to gather information, improve goals and outcomes, and update assessment plans. (Business &amp; Finance)</p> <p>Amended the WEAVEonline Assessment process to incorporate a variety of classes within our department including Occupational Effective Teaching Training, Small Gas Engine Repair, and personal interest Sewing classes.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>(Continuing Education)</p> <p>Provided regular student assessments in accordance to NRS standards. Created quarterly and yearly reports of student progress. (Continuing Education)</p> <p>Conducted annual assessment plans with Paramedic program WEAVE and COAMPS accreditation for National Registry Paramedic. (Continuing Education)</p> <p>Offered AMA courses to employers (CCS/PWC) for their employees to achieve a better job environment and success. (Continuing Education)</p> <p>Revised ENG 111 course objectives, assessment objectives, and Rubric. (Curriculum)</p> <p>Posted to WEAVEOnline assessment findings and plans for improvement. (Curriculum)</p> <p>Submitted annual WEAVEOnline assessment submission. (Military Programs)</p> <p>Student Services had an ongoing evaluation of assessment plans. (Student Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1.12 Create and administer a professional development program to support academic quality for student success. (1-6)</p>	<p>Institutional Effectiveness created a professional development program that explained the NCCCS Annual Performance of Student Performance Measures and how faculty can increase student success in each performance category. Through meeting the goal for each respective measure, the College may receive increased performance-based funding that will further support academic programs and other resources that help students succeed. (IE)</p> <p>The Human Resources Office coordinated 54 Professional Development sessions covering 32 different topics including:</p> <p>Elementary Principles of Behavior (2), Southern Culture (2), FTCC Online Template Webinar, Chemical Hygiene, Hazardous Communication (3), Bloodborne Pathogen (3), FMLA, Data-Driven Change, Protect Yourself Against Identity Theft, Retirement/Wealth Planning, Stress and Health, Death – A Student Perspective (3), Pre-Majors in Psychology and Social Work, Procrastination – A Behavioral Perspective (3), Grant Funding Opportunities for Community College Programs, Managing Your Money: Budgeting and Savings Strategies, DDI Targeted Selection Interviewing (6), Excel 2010: Goodies You Might Have Missed, Managing Job Stress, Diversity Training: Cultural Baggage, All About Credit, Performance Measures for Student Success, Career Coaching Industry Analysis: Tools for Students, Faculty, and Staff, WEAVEonline: Best Practices, Performance Appraisal Process, Teaching Well, While Staying Out of Jail: Handling Intellectual Property in the Digital College, Customer Service Behavior Styles and the Platinum Rule (2),</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>PeopleAdmin for Hiring Managers, Workplace Ergonomics and Office Safety, Prevention of Sexual Harassment (6), Multiple Intelligences to Promote Metacognition in the Online Learning Environment (2) (HR)</p> <p>Technical Innovations and Applications offered professional development webinars and workshops on the following topics:</p> <ul style="list-style-type: none"> <li>• Retention Center</li> <li>• Monitoring Student Performance</li> <li>• Webcam: Showing Your Face</li> <li>• Assessing Learners</li> <li>• Mashups</li> <li>• Grade Center</li> <li>• Making the Most of Discussions</li> <li>• Discussion Boards, Wikis, and Blogs</li> <li>• Calendar</li> <li>• Enhancing Communication</li> <li>• Course Redesign to Template</li> </ul> <p>Created an academic development program that included in-house training workshops and evidence based training sponsored by the NCCCS System Office. The NCCCS System Office trainings afforded eight instructors the opportunity to complete the Silver Cord Certificate, three the STAR training, 11 received the Certified Resource Specialist Award, and 13 instructors</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>participated in the CASAS training/certification. (Continuing Education)</p> <p>Conducted instructor training for EMS instructors to help improve courses and quality of instructing for student success. (Continuing Education)</p> <p>Small Business Center offered professional development training to the business community and college faculty and staff. (Continuing Education)</p> <p>Business Services provided computer training for FTCC faculty and staff. (Continuing Education)</p> <p>Implemented curriculum faculty teaching, technology, and field specific professional development workshops. Faculty (curriculum) attended the following workshops:</p> <ul style="list-style-type: none"> <li>• Course Redesign</li> <li>• Veterans On Campus</li> <li>• Blackboard Rubric,</li> <li>• Blackboard Retention Center</li> <li>• Student workshops</li> </ul> <p>(Curriculum)</p> <p>Conducted division-wide Peer Teaching Rounds. Created and administered a training session for select counselors on how to register DMA/DMS students.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Provided student mentoring. Conducted three Dress for Success Workshops for students and one Professional Language Workshop for FTCC SGA. (Curriculum)</p> <p>Career Counseling re-implemented the use of career assessment to support ACA course offerings; counseled and reviewed academic mid-term reports for Parents for Higher Education (PFHE) population; counseled and reviewed academic mid-term reports for C-STEP population of students; coordinated 2 UNC-CH academic advising sessions for C-STEP students. (Student Services)</p> <p>Career Counseling coordinated a C-STEP orientation and educational plan for academic grade success to include personality assessments, study skills and time management workshops with weekly grade review evaluations. (Student Services)</p> <p>Career Counseling received and followed-up with students referred by instructors for career redirection and assessment; continued community facilitation for PFHE group with workshops aimed to support student academic success and continued parental success (28 groups); coordinated 16 PFHE presentations from community agencies to foster academic and parent success; continued implementation of weekly individualized academic advisement sessions and monthly facilitation of C-STEP to monitor academic success of group (576). (Student Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1.13 Promote use of the research such as Education Advisory Board studies to identify and benchmark successes at other Colleges that can be emulated at FTCC. (1-6)</p>	<p>Institutional Effectiveness partnered with EMSI (Economic Modeling Specialists Incorporated) to produce GAP analyses for every curricular program of study; a study regarding the incremental budgetary decrease effects upon FTCC and the surrounding community; and an analysis of the current social and economic effects of FTCC upon the local community. Institutional Effectiveness also taught faculty and staff about EMSI Career Coach and its benefit for faculty, staff, students, and the community. Institutional Effectiveness partnered with EMSI to launch a labor market analytic tool that can help curricular programs, along with other College divisions, better understand the demand for their respective programs during the next 10 years and their current economic position with the surrounding community. (IE)</p> <p>Members of the Business Office communicated with sister Colleges on items such as Affordable Care Act, instant enrollment, Financial Aid no shows, and PCard processes to seek guidance and benchmark successes. (Business &amp; Finance)</p> <p>Provided evidence-based training opportunities sponsored by the NCCCS System on-site. Participated in monthly Directors meetings and regular information exchanges via email. Encouraged staff members to attend conferences such as NCAHEAD to gain knowledge of best practices. Participated in the Accelerated Transition conference. (Continuing Education)</p> <p>Conducted two EMS Advisory meetings annually to identify and benchmark</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	successes for the Paramedic program in Continuing Education. (Continuing Education)
1.14 Maintain memberships in relevant professional organizations and groups. (1-6)	<p>Various members of Institutional Effectiveness belong to the Association of Institutional Researchers, North Carolina Association of Institutional Researchers, Community College Professional Research Organization, College and University Professional Association for Human Resources. (IE)</p> <p>Human Resources personnel held memberships with CUPA-HR, Society of Human Resource Management (SHRM), Fayetteville Area SHRM and Community College Professional Researchers Organization (CCPRO). Individual memberships include Kiwanis Club, Partnership for Children, FTCCAEOP, NCAEOP, the American Heart Association. (IE)</p> <p>FTCC Foundation Executive Director completed Leadership Fayetteville through the Chamber of Commerce this period.(Foundation)</p> <p>The Director of Media Services is a graduate and active participant of the FTCC President's Leadership Institute and a FTCC Foundation Committee member promoting financial opportunities for FTCC Students.(Media Services)</p> <p>Technical Innovations and Applications Director is on the Executive Board of the NCCCS Virtual Learning Committee (VLC) and the North Carolina</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Community College Association for Distance Learning.</p> <p>Encouraged staff to join memberships. Director of Facility Services-ACCFO. Grounds Department-Turfgrass Council of NC. (Plant Operations)</p> <p>Business Office memberships include: ACCBO, AICPA, IMA, NACUBO, NACS, NCACPA, NCAEOP</p> <p>Faculty (curriculum) hold professional memberships in NEA, NCTE, TCYA, NCADE, and NCCFA.</p> <p>Faculty members involved in: Society for Military History, American Sociological Association, American Psychological Association, UNC-Program in the Humanities, Cumberland County Library-Friends of the Library, Kappa Delta Pi-International Honor Society for Education, NC Association of Educators, Society for the Scientific Study of Religion (SSSR), American Historical Society, Board Member for Harnett Regional Theater, Cumberland County Arts Council, Fayetteville Society for Human Resources Management, DBSH Academy of Finance Board of Directors, NCACPA, NACCE, American Culinary Federation, American College of Healthcare Executives, Sandhills Health Executive Forum, National Association of Health Service Executives, ECU Healthcare Management Advisory Board, and Graduation Committee. Served as an ambassador of assessment.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Council of Colleges and Military Educators; Service members Opportunity Colleges. (Military Programs)</p> <p>Student Services active memberships include: NC AHEAD (Special Populations Counselor), NCAEOP and NASW (Senior Secretary for Special Populations) (CC) NC3SDPA membership. (Student Services)</p> <p>Serve on the Executive Boards of Faces in the Community, Inc. (as the FTCC representative) and Cumberland County CommuniCare, Inc. (and as Vice-Chair of the latter); serve on the Board of Directors of the Rotary Club of Fayetteville-Lafayette. (Success Center)</p> <p>Developed and/or maintained partnerships with community agencies/organizations to include: The Re-Store Warehouse, Rape Crisis Volunteers of Cumberland County, CERT: Community Emergency Response Training groups, the Dispute Resolutions Center, ICD/Goodyear, Fayetteville Center for Economic Empowerment and Development, Partnership for Children, 360ATraining.com, Ed2go, and Career Step, NCAHEAD, NCCAEA, NCAEOP, National Registry of EMT's and North Carolina EMS Educators Association, NCCCAEA, Fayetteville Regional Chamber Board of Directors, NC Safety and Health Council, NCCER Board, Board of Electrical Examiners, and Fiber Optics Association. (Continuing Education)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1.15 Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5, 6)</p>	<p>HR/WFD/IE Staff attended relevant activities.</p> <p>FTCC Foundation has worked with Public Relation and Marketing and directly with media outlets to promote its events and activities. (Foundation)</p> <p>Marketing &amp; Public Relations Department Information Releases-</p> <ol style="list-style-type: none"> <li>1) Press Releases - 25 Postings</li> <li>2) Facebook Releases - 205 Postings               <ul style="list-style-type: none"> <li>- Likes increased from 1,430 to 3,541</li> </ul> </li> <li>3) Twitter Releases - 336 Postings               <ul style="list-style-type: none"> <li>- Followers increased from 21 to 222</li> <li>- Example/US Department of Veteran Affairs                   <ul style="list-style-type: none"> <li>* Response to FTCC VA Tweet/Credit for Prior Learning</li> <li>* US Dept of VA Affairs - 19,200 followers</li> <li>* Student Veterans of America - 6,300 followers</li> <li>* VFW Post 2866 - 400 followers</li> <li>* Total: Message Tweeted to 29,000+ followers</li> </ul> </li> </ul> </li> <li>4) LinkedIn               <ul style="list-style-type: none"> <li>- Company Page - 1,091 Followers</li> <li>- College Page - 6,667 Followers</li> </ul> </li> <li>5) Blog - 15 Postings               <ul style="list-style-type: none"> <li>- 18 Followers</li> </ul> </li> <li>6) Instagram               <ul style="list-style-type: none"> <li>- 21 Photos Posted</li> </ul> </li> </ol>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>- 23 Followers</p> <p>7) Google+ - 1,559 Views - 2 Followers</p> <p>8) YouTube (Media Services) - 71 Subscribers (Marketing &amp; Public Relations)</p> <p>FTCC Media Services produced a variety of media promoting faculty-staff public relations, community service and promoting college activities by delivering information on campus-wide digital signage, and in-house produced programming for the Fayetteville Cumberland Educational Television Channel or FCE-TV.</p> <p>Technical Innovations and Applications Director is a member of the Cape Fear Kiwanis Club.</p> <p>All staff members were encouraged to participate in service to their community and at college activities. (Print Shop)</p> <p>Staff members participated in community services and College activities (Plant Operations)</p> <p>Senior VP for Business &amp; Finance serves as the President designee for the</p>

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	<p>Partnership for Children Board and serves on the Finance Committee, Douglas Byrd Finance Academy Advisory Board, NCCCS Task Force member for Financial Aid and ACA, and ACCBO Nominating Committee chair. The Director of Student Accounts &amp; Fiscal Controls and one Accounting Technician are members of the PLI. The Procurement Manager is on the Military Unit Scholarship Fund Board. The Property Control Supervisor is on the FTCC Automotive Board.</p> <p>Advertised programs at monthly Army/Air Force Newcomers' meeting, placed ads on Billboards, in the Fayetteville Observer, Paraglide magazine, and Up &amp; Coming, spoke on the FTCC Radio show five times throughout the year, highlighted programs in the CE Tabloid and brochures, and hosted an information booth at Cape Fear Valley Hospital and other school sponsored events on seven separate occasions. (Continuing Education)</p> <p>Participated in Center for the Blind, Vocational Rehabilitation, Alliance, Catholic Charities, and Urban Ministries. (Continuing Education)</p> <p>Participated annually in paramedic competition, airport disaster events and Cape Fear Valley Hospital disaster event. (Continuing Education)</p> <p>Listened to student needs to redirect them to the appropriate class which they would benefit taking for a possible job. (Continuing Education)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Time was provided for industry services staff members to participate in services and activities, (i.e. parent/teacher conferences, golf tournaments, etc.) (Continuing Education)</p> <p>Conducted health fair on campus in collaboration with other community agencies to serve over 700 students, faculty/staff, and community members. (Curriculum)</p> <p>Ongoing tours of the program areas and presentations at local schools. (Curriculum)</p> <p>Participated in FTCC's Fall Festival; Open Houses; High School Connections; Annual Club Tree Decorating Contest; Spring Fling; sponsored the upcoming 2014 edition of Unbound; partnered with New Century International Elementary School to hold interactive poetry workshops for 5th grade students to help with EOG scores in reading, literature, and poetry; The President's Leadership Institute (PLI); The Institute for Community Learning; Social Work Club; Psychology Club; FTCC Art Gallery; public performance of plays by the FTCC Fine Arts Department; Annual Graduation Ceremony; Cape Fear Kiwanis; Fayetteville Urban Ministry; Community Concerts; Lafayette Rotary; Up and Coming articles; FTCC Global Education Committee; Institute for Community Leadership; Arts Council of Fayetteville; Relay for Life; and Success Closet. (Curriculum)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Provided presentations to local Kiwanis group. Supported the All American Marathon/Half Marathon, and 3M Hire Heros Program. (Military Programs)</p> <p>Career Counseling wrote two articles for Up and Coming Magazine; Parents for Higher Education (PFHE) completed two community food drives, sponsored eight FTCC students for Thanksgiving; supported one family with five children for Christmas; Members assisted Partnership for Children at Dogwood Festival and completed three fundraising campus events; Each C-STEP student completed 20 community service hours (23); Participated in UNC-CH Videography for C-STEP student at Chapel Hill; Planned and organized College Transfer Day (37 universities attending); two job fairs and publicized 15 additional College/university visits from representatives; Promoted use of C-STEP students in campus video. (Student Services)</p> <p>Spring Lake continued collaboration with FSU and Links, Inc. (Student Services)</p> <ul style="list-style-type: none"> <li>• Student Activities coordinated the following activities: 9/11 Observance: Held in the morning on main campus and noon-time concert was performed by the 82nd Airborne Chorus on main campus.</li> <li>• 9-17-13 - A public concert by Latin music group Tropicante - Main Campus.</li> <li>• 10-12-13: Faculty, staff and students participated in the American Heart Walk.</li> </ul>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<ul style="list-style-type: none"> <li>• Four blood drives held on behalf of the Cape Fear Valley Medical Center Blood Bank.</li> <li>• 11-13-13: "How's Your Sugar" Health Fair was held.</li> <li>• 11-15-13: A public concert was performed by Latin band Xperimento.</li> <li>• 11-20-13: A public concert was performed by Native American Larry Omaha.</li> <li>• 1-20-14: Faculty, staff and students participated in the MLK Day of Service. The SGA President, Dir. of Student Activities and Dean of Spring Lake Campus participated in the MLK Parade.</li> <li>• 4-10-14: The Scottish band/educational group "Saor Patrol" conducted two educated sessions and one public concert on main campus.</li> <li>• 4-23-14: Public Earth Day event held on SPLK campus</li> </ul> <p>Produced and hosted 24 "FTCC Community Spotlight" radio shows on the WIDU radio network (consisting of three regional AM stations) annually. Most guests have been College faculty or staff (with occasional guests from partner organizations, e.g., Cumberland County Schools). (Success Center)</p>
1.16 Encourage faculty and staff to complete higher levels of relevant education and/or degree completion. (1, 2)	Briefed all new employees on FTCC policies regarding education benefits. Assisted employees with obtaining higher degrees by utilizing the Merit Increase for Educational Achievement policy and Tuition Reimbursement policy. Also assisted employees with use of tuition free classes on the FTCC campus. (HR/WFD/IE)

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>FTCC Foundation has one staff member taking additional accounting courses and encourages additional education and professional development through webinars, in-service classes, conferences, and seminars.</p> <p>Staff members are taking classes. (Plant Operations)</p> <p>One Senior Accounting Technician and one Accounting Technician are working on their BA. The Assistant Bookstore Director and one Financial Accountant are working on their MA. The Director of Disbursements is working on his DBA.</p> <p>In May 2014, Sydney Darden completed her Masters of Adult and Community College Education at NC State University. Master Degrees received by Tamieka Whitfield, Joy Melvin and Sakiyna Ragland. (Continuing Education)</p> <p>Taking professional development courses in new computer skills, therefore, always learning to better process the job load. Business Services faculty and staff participate in college professional development each year. The director met with the employees to encourage higher levels of relevant education and/or degree completion. (Continuing Education)</p> <p>Several faculty currently enrolled in higher degree programs to include doctoral degrees. (Curriculum)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>219 full-time and part-time instructors have completed the Excellence in Teaching course (EIT). (Curriculum)</p> <p>50 full-time and part-time instructors have completed the Certified Online Instructor (COI) Level 1 course, and 28 in the COI Level 2 course. (Curriculum)</p> <p>Faculty have completed the following: the President's Leadership Institute; Department Chairs Institute; CEU seminars/workshops for legal, dietitian, and CPA licenses. (Curriculum)</p> <p>A faculty member received 18 graduate hours in Geography and can now teach this discipline. (Curriculum)</p> <p>Two staff members completed their Master's degrees; one is currently pursuing a Doctorate. (Success Center)</p>
1.17 Encourage Return to Industry Training. (1, 2)	<p>Each VP encouraged participation in the Return to Industry program for his/her respective Division. The Return to Industry policy can be found in the Administrative Procedures Manual, I-8.9.</p> <p>Industry Services staff has revisited local industries to become more familiar</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	with new products and processes. (Continuing Education)
1.18 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5, 6)	Placed information regarding the Excellence in Teaching course on the Professional Development website with a link to the modules. Continue in collaboration with the Senior VP for Academic and Student Services to promote attendance to the training.  All curriculum full- and part-time new hires must be enrolled or have completed EIT prior to employment. (Curriculum)
1.19 More clearly define and articulate expectations for the role of instructional leaders. (1, 5, 6)	HR/WFD/IE hosted the second cohort of President's Leadership Institute with 26 attendees working on second year projects.  Held quarterly New Instructor Orientation meetings to effectively train instructors, while also completing annual evaluations for feedback. (Continuing Education)  For college and division continuity, the English Division Program Coordinators and Division Chair produced an SOP of duties, roles, and expectations. (Curriculum)
1.20 Create an effective Instructional Leaders	HR/WFD/IE hosted the second cohort of President's Leadership Institute with

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
course. (1, 5, 6)	26 attendees working on second year projects.
1.21 Standardize blackboard shells to ensure more active learning for students. (1, 5, 6)	<p>Technical Innovations and Applications created a standard Blackboard template for use in all online courses in the Fall of 2013 and designed a Course Review Sheet for supervisors to assess compliance.</p> <p>Continued to create Online EMS courses to stay competitive with other community colleges. (Continuing Education)</p> <p>Audited of 100% of online health and computer technology programs reveals compliance with template. (Curriculum)</p> <p>English Division began standardizing Blackboard shells and English course offering effective Fall 2013. All Blackboards standardized as of May 1, 2014. Math department is currently using a standardized Bb math shell. (Curriculum)</p>
1.22 Increase Co-op and intern work opportunities for students (1, 2, 3, 6)	<p>FTCC Foundation has shared internship and co-op opportunities with Systel and connected the contact with the department.</p> <p>The Office of Business &amp; Finance utilized the Workforce Development Summer Youth Program to hire a PT Records Clerk for Finance and a PT assistant for Property Control. The Business office hire an FTCC student from the Office Technology program as a PT Secretary.</p>

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***Institutional Goal # 1: Respond to student and community needs through measurable goals:***

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by 3% annually.
3. Increase gainful employment (employment in field of study) of students.
4. Increase completion rates for Workforce Investment Act (WIA) training programs by 20%.
5. Meet or exceed the NCCCS Performance Measures goals.
6. Achieve 90% satisfaction rate on all surveys and course evaluations.

<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Students are required to complete internships while attending courses to meet requirements for Phlebotomy, EMT-Basic, Paramedic, Certified Nursing Assistant I and II, Registered Medical Assistant, and fire fighter courses with local hospitals, EMS, and clinics within area. (Continuing Education)</p> <p>English Education Pre-Major with the addition of WBL credit submitted to and approved by Curriculum Committee. This is scheduled to be done in the AGE program in the Fall of 2014. (Curriculum)</p> <p>Worked with Cumberland County Paralegal Association in placing LEX students. (Curriculum)</p> <p>Networked with local employers to create additional Co-Op opportunities. (Curriculum)</p> <p>Class tours of local businesses were conducted (i.e. Culinary, HMT) Invited local professionals to attend functions to meet students (i.e. Culinary) (Curriculum)</p> <p>Career Counseling sent 30 referrals to the Co-Op office for possible internship opportunities. (Student Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>1. 23 Provide a safe and secure learning environment. (6)</p>	<p>HR/WFD/IE updated their portion of the COOP Plan and evaluated its successful implementation processes.</p> <p>Public Safety and Security is committed to providing a safe and secure learning environment for all faculty, staff and students. Security staffing was increased by 9 FTE positions during this reporting period to increase patrol and service to the college community.</p> <p>Satisfaction survey results for 2013 are listed below: Security - 81.2%, Print Shop (Internal Survey) - 99.1%, Ground/Maintenance - 92.7%, Housekeeping - 87.7%</p> <p>Maintained a safe and secure learning environment as documented in Annual Crime Report. (Administrative Services)</p> <p>Provided a safe and secure learning environment by sidewalk improvement, cameras in parking lots, added lighting in parking lots, and removed plant material in parking lot for security.</p> <p>Purchased updated equipment for the Motorcycle classes and Culinary Arts classes to encourage learning in a clean and safe environment. (Continuing Education)</p> <p>Processed work orders within 24 hours of request in order to have repairs completed in a timely manner. (Continuing Education)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Communicated regularly with campus security through quarterly classroom list assignments to ensure classrooms were secure. (Continuing Education)</p> <p>Provided hall monitors, security, and police officers. Instructors and staff follow proper procedures to maintain a safe and secure learning environment. (Continuing Education)</p> <p>Had behavioral contract in place for Barber program and panic buttons installed on Record Clerk computers in Barber program. (Continuing Education)</p> <p>All Small Business Center seminars and events were conducted (on and off premises) with adequate security. (Continuing Education)</p> <p>Had open door policy for students to voice their concerns and any problems. (Continuing Education)</p> <p>Inspected classes regularly to ensure clean environment with working equipment. (Curriculum)</p> <p>Students were informed about services, such as counseling, security, and ADA guidelines. (Curriculum)</p> <p>Students and instructors needs were met during evenings and weekends.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>(Curriculum)</p> <p>Offered synchronous online classes. (Curriculum)</p> <p>Career Counseling assisted faculty through completion of 324 crisis intervention referrals and counseling sessions. (Student Services)</p> <p>Veterans Services established the All American Veterans Center, which will provide veteran students with a safe and secure environment. (Student Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>2.1 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service. (1-5)</p>	<p>Offered Customer Service professional development sessions throughout the fiscal year and encouraged attendance. Also, added customer service to the STAR concept for questions used in interviewing panels. (HR/WFD/IE)</p> <p>FTCC Foundation relied on strong customer service as a critical factor to donor stewardship and engagement. Additional measures will be added to work plans to stipulate each staff member's obligation to providing that service in a specific aspect of their roles. (Foundation)</p> <p>Marketing &amp; Public Relations Department</p> <ul style="list-style-type: none"> <li>• Department meetings focused on internal and external opportunities to provide high quality of customer service.</li> <li>• Positive and informative responses were received via Social Media inquiries, emails, and telephone calls.</li> <li>• Positive postings were left on FTCC Home Page. (Marketing)</li> </ul> <p>FTCC Audio Visual Services provided day-to-day technology and event support services, and event services in a friendly and timely manner. FTCC Media Production Staff covered campus events and provided same day digital photos on discs for use on Facebook, the FTCC Website, and at the Print Shop for publication, as well as links to videos promoting the College on YouTube and the FTCC Server. Media Staff exceeded all production deadlines for finished high quality video productions. (Media Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>MIS has completed the merge for our IT resource tracking and help desk management software. Previously, this information was housed in two separate systems divided by administrative and instructional boundaries. (MIS)</p> <p>Print shop staff conducted bi-monthly meeting to discuss customer service. (Print Shop)</p> <p>All Public Safety and Security staff attended a customer service professional development class during this reporting period. (Public Safety &amp; Security)</p> <p>Provided Customer Service Training to staff members Reorganized security staffing to improve quality of service. (Public Safety &amp; Security)</p> <p>Provided professional development classes to improve employee knowledge</p> <p>Conducted office call training with new employees emphasizing customer service. (Administrative Services)</p> <p>Ensured that staff went to Customer Service Training. Gave Professional Development classes for departments. (Plant Operations)</p> <p>All Business and Finance employees have attended the Customer Service</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Behavioral Styles and the Platinum Rule class as part of their Professional Development. (Business &amp; Finance)</p> <p>Met regularly with staff/faculty and provided weekly assignments to ensure all members understood expectations of the college. Staff and faculty attended Customer Service Training in CCR program and provided in-house training. Faculty and staff are required to provide high quality customer service with the department. (Continuing Education)</p> <p>Weekly meetings were conducted with Barbering instructors. Small Business Center encouraged faculty and staff to attend customer service training provided to the business community. Helped every student to achieve their goals by listening to their needs and showing them the classes that might benefit them. Practiced the Platinum Rule by "Treating others the way they want to be treated." (Continuing Education)</p> <p>Industry Services faculty and staff attended professional development workshops related to customer service. (Continuing Education)</p> <p>Beyond teaching and advisement, faculty provided workshops to address students' key academic areas, as well as providing scheduled hours for Academic Coaching. (Curriculum)</p> <p>Faculty utilized student retention tools, such as the Blackboard Retention</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Center warning system, the S-22, mid-term grade reporting, and referrals to the Success Center and other campus support entities. This was done through departmental meetings, departmental seminars, individual conferences, and annual evaluations. (Curriculum)</p> <p>Modeled good customer service in an effort to demonstrate how it can be done. (Curriculum)</p> <p>Participated in FTCC sponsored customer service training. (Military Services)</p> <p>Conducted customer service professional development workshops at Ft.Bragg Center. (Military Services)</p> <p>62 Student Services staff completed MKT-223 Customer Service class. (Student Services)</p> <p>High School Connections Office included customer service question in recent hiring process to find a new Senior Secretary for the program. (Student Services)</p>
2.2 Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)	Offered a Workplace Ergonomics and Office Safety professional development class and encouraged attendance. (HR/WFD/IE)

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>FTCC Foundation implemented methods for reducing the perception that cash or valuables are housed in our office are readily available to staff members so that employees feel more secure at their workstations. (Foundation)</p> <p>The print shop staff maintained a neat and safe work area at all times and whenever possible, we made changes to better suit the needs of the shop and the faculty and staff that visited the shop. (Print Shop)</p> <p>In support of providing a safe campus environment, the Public Safety and Security department established a 24-hour dispatch and video monitoring function to maximize security camera effectiveness and response to service request of the college community. (Public Safety &amp; Security)</p> <p>Conducted monthly walk through of facilities with contractors emphasizing high quality of maintenance. (Administrative Services)</p> <p>Demonstrated our pride by eliminating trip hazards on all walkways, pruning trees, HVAC controls, eliminating debris and continued to develop plant beds with new plant materials while maintaining the beauty of our campus. (Plant Operations)</p> <p>The Benefits Specialist worked directly with the OSHA Coordinator to make improvements to campus safety. (Business and Finance)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>The Business Office worked with Grounds and Maintenance to maintain budget for a safe and secure campus. (Business and Finance)</p> <p>Property Control disposed of chemicals no longer needed on campus. (Property Control)</p> <p>Submitted annual building evaluations to address classroom needs. (Continuing Education)</p> <p>Purchased updated equipment for various departments to encourage learning in a positive environment. (Continuing Education)</p> <p>Processed work orders within 24 hours of request in order to have repairs completed in a timely manner. (Continuing Education)</p> <p>Received positive evaluations from the students/faculty on classrooms and turn-around time for repairs. (Continuing Education)</p> <p>The grounds technicians and security were available when needed. (Continuing Education)</p> <p>Inspected classes regularly to ensure clean environment with working equipment. Every effort is made to ensure office areas are well-maintained and student accessible. (Curriculum)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>2.3 Resolve customer needs with minimal referral to others. (3)</p>	<p>HR/WFD/IE staff resolved customer needs with minimal referral to others. (HR/WFE/IE)</p> <p>FTCC Foundation empowered staff to answer questions and provide materials as expediently as possible while the person was on the phone or in the office. This has been done through common files, shared computer drives, and one general e-mail for FTCC Foundation business so that staff have access. (Foundation)</p> <p>FTCC Media Services worked to meet and exceed customer expectations in a timely manner.</p> <p>All customer needs were funneled through the manager and then to the technician best suited for the task. (Print Shop)</p> <p>The Business Office used several outlets to resolve customer needs: use of Instant Messaging with co-workers around campus, robo calls were used to keep students informed, used mnemonic FASI to see FA notes, online transcript requests. Accounting Technician relocated to the Bookstore at the beginning of each semester, increased availability of online book orders, book rentals, and online payments for child care. Property Control used email to advertise surplus items, PC Card equipment, and quote threshold were</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>lowered as result. Payroll used Web Advisor to reprint W-2 forms. (Business and Finance)</p> <p>Held regular staff meetings and quarterly training sessions to cross-train all staff members to provide assistance for customers with less than one transferred call. Adhered to the institution's customer service procedures. (Continuing Education)</p> <p>Specific questions were asked and did not blindly transfer calls. Questions were asked to see what their needs were instead of transferring the call. (Continuing Education)</p> <p>Handled all walk-in customers as expedient as possible with few referrals. (Continuing Education)</p> <p>Health Admissions Center established serving the needs of health students in one area. (Curriculum)</p> <p>Students and instructors were encouraged to follow the chain-of-command in dealing with challenges, and every effort was made to resolve issues at the lowest level possible. Faculty assisted students with advising issues and other issues to prevent sending students to multiple locations. (Curriculum)</p> <p>To reduce referrals, Student Services started Friday afternoon cross-training</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>sessions to educate all areas within Student Services. (Student Services)</p> <p>Approximately 22,550 customers were assisted by One Stop staff. (Student Services)</p>
<p>2.4 Answer the phone within 3 rings. (1-5)</p>	<p>HR/WFD/IE staff answered ALL phones within 3 rings, regardless of whose phone is ringing. Staff quickly answered the phones of others who have stepped out or are otherwise unavailable. (HR/WFD/IE)</p> <p>FTCC Foundation incorporated this along with a call forwarding plan for when staff are away from the desk. (Foundation)</p> <p>Marketing &amp; Public Relations Department</p> <ul style="list-style-type: none"> <li>• Department meetings focused on internal and external opportunities to provide high quality of customer service.</li> <li>• Positive and informative responses were received via Social Media inquiries, emails, and telephone calls.</li> <li>• Positive postings on FTCC Home Page. (Marketing)</li> </ul> <p>FTCC Media Services responded immediately to requests via e-mail, phone calls, technical support, event support and documentation. (Media Services)</p>

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	<p>This has been implemented by our print shop staff. (Print Shop)</p> <p>The Public Safety and Security department answered all phone calls within 3 rings for all service requests while providing quality customer service to the campus community. (Public Safety &amp; Security)</p> <p>The Business Office answered the phones within three rings. (Business &amp; Finance)</p> <p>Customers were served well as employees answered calls immediately when present and returned all voice mails within a 24-hour period. (Continuing Education)</p> <p>All Industry Services staff maintained close proximity to phones and if unanswered, the phones rolled over to other staff members to answer. (Continuing Education)</p> <p>When faculty were in their office, they made themselves available to students and callers, regardless of whether or not it was during official office hour or divisional hour time. (Curriculum)</p> <p>New phone procedures were implemented through the FTCC call center. (Military Programs)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	4,003 phone calls (internal and external) were answered within 3 rings in the Career Counseling area. (Student Services)
2.5 Educate all employees on functions and activities of College departments to minimize referrals. (2)	<p>Institutional Effectiveness created Professional Development sessions that taught faculty and staff about data-driven change and where current statistical resources are located on the Institutional Effectiveness homepage (i. e. Planning Guide, IEP, Administrative Manual, etc.). Participants learned about the location of these resources and placed fewer calls to different departments looking for information. Updated the annual planning cycle and planning guide to ensure all activities were aware of annual activities and events regardless of the division that was leading the efforts. (HR/WFD/IE)</p> <p>FTCC Foundation sent out “All at Fayetteville” messages related to appropriate events that may incur questions. Also, the staff worked with financial aid and scholarships to establish a common application schedule (July-April with selections made by June) so students could be counseled on scholarship funding opportunities. (Foundation)</p> <p>Coordinated Professional Development classes for completing F-11, work orders, completed Professional Development classes, and used the Web Service Portal that has been established. (Plant Operations)</p> <p>The Benefits Specialist sent monthly Benefit emails to employees. The Bookstore sent emails with calendar and sales information. The Assistant AR</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Manager provided a list of Business Office contacts and duties to various departments on campus.</p> <p>Implemented Instant Enrollment to provide students with the opportunity to register online. Encouraged interdepartmental communications to minimize referrals. All employees in the EMS area were educated on functions and activities of college departments to minimize referrals. (Continuing Education)</p> <p>Provided cross training within Business Services and throughout the Center for Business and Industry. (Continuing Education)</p> <p>New hires were given a general college orientation. (Continuing Education)</p> <p>Industry Services staff members were updated regarding activities held at the college. (Continuing Education)</p> <p>This is an objective for all new faculty on their E-32s, and these strategies are on the English faculty mentor checklist. Faculty are encouraged to update changes to department areas in their Blackboards. (Curriculum)</p> <p>Continual workshops and information sessions were conducted from and to other FTCC staff sections. (Military Programs)</p> <p>The library taught 91 orientations affecting approximately 50 faculty and 1,345</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>students. (Library)</p> <p>Presented Professional Development on Special Populations. (Student Services)</p>
<p>2.6 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)</p>	<p>The Human Resources Office implemented the PeopleAdmin electronic application system to eliminate the need for applicants to come to office. (HR)</p> <p>Enhanced the College Social Media presence. (Marketing &amp; Public Relations)</p> <p>FTCC Media Services Production staff produced online educational media accessed from the website and stored on the FTCC media server. Media Services produced a variety of media including video, audio, photographs and interactive media accessible to instructors and students who request access. (Media Services)</p> <p>FTCC Media Services Production staff produced a series of student orientation videos including "FTCC Student Welcome," "FTCC Student Checklist," "FTCC Financial Aid," and "How to use WebAdvisor." (Media Services)</p> <p>MIS Programming staff completed the automation and linkages for the DocEFill</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>project to allow Financial Aid students to submit paperwork without coming to campus.(MIS)</p> <p>The Bookstore used Facebook to communicate information to students. The Business Office offered an online Q&amp;A for student questions. Transcript request forms and payments have been made available online. Students are now refunded electronically through Higher One. Continuing Education payments made available online using Instant Enrollment. (Business &amp; Finance)</p> <p>Installed five SMART boards and received training for approximately 10 CCR instructors on the new technology. (Continuing Education)</p> <p>Offered online registration for classes. (Continuing Education)</p> <p>Small Business Center had on-line registration for counseling and seminars. (Continuing Education)</p> <p>Checked Datatel to see if a class is full or has been canceled. Placed calls to notify students that calls are full. (Continuing Education)</p> <p>Health admissions moved the application process to online. (Curriculum)</p> <p>The library instituted a single sign on the system and a single search model to</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>eliminate the confusion involved with searching hundreds of databases with multiple passwords. (Library)</p> <p>Continued to provide off-campus and online Curriculum and Developmental Studies student access to SmarThinking, an online tutorial service available 24 hours per day, seven days a week. (Success Center)</p>
<p>2.7 Triage lines to move customers to appropriate College locations quickly. (3, 4)</p>	<p>The Bookstore used PT employees to assist students in line and when finding books. Business Office Management assisted students in line and on the phone during high traffic periods. (Business &amp; Finance)</p> <p>Small Business Center staff assessed the needs of callers to ensure the call was transferred to the appropriate contact person and department. SBC also maintained up- to-date directories. (Continuing Education)</p> <p>Asked student on the phone, what kind of payment they will be doing (credit card), so that they can go directly to the right building to register. (Continuing Educaion)</p> <p>During heavy registration times, the Admission's staff were equipped with netbooks and could maneuver through the lines to query student issues and direct to appropriate area. (Student Services)</p>
<p>2.8 Ensure signage is visible, adequate and accurately directing visitors to correct locations. (3, 4)</p>	<p>HR/WFD/IE had appropriate visible signage. (HR/WFD/IE)</p> <p>FTCC Foundation incorporated sign placement and balloon purchases for</p>

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	<p>events. When changes to regular meetings occurred, multiple e-mails with maps were provided to the associated individuals. (Foundation)</p> <p>Facility Services continued to keep within the guidelines of ADA signage. Upgraded signage due to moves and relocations. (Plant Operations)</p> <p>The Business Office added signage to the Spring Lake Cashier and Bookstore area. (Continuing Education)</p> <p>The building directory on Continuing Education Center - 1<sup>st</sup> floor was regularly updated. (Continuing Education)</p> <p>Signs were visible, adequate, and accurately directed visitors to correct locations. (Continuing Education)</p> <p>The Barbering program signage was placed roadside per State Board requirements. (Continuing Education)</p> <p>Classes were posted daily on the board at the Center for Business and Industry. (Continuing Education)</p> <p>Signs were displayed during New Student Orientations to assist students in locating this event. (Curriculum)</p>

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	Directory signs created for GCB; signs updated for outside regarding the All American Veterans Center. (Student Services)
2.9 Require all hiring managers to include one or more interview questions focused on customer service. (1-5)	<p>Institutional Effectiveness included interview questions related to customer service when hiring a part-time Senior Secretary in January 2014. (IE)</p> <p>The Human Resources office updated the FTCC Interview Guide (Form D-12) and the Interview Target/Question Rating Consensus Sheet (Form D-13) to include Customer Focus as a mandatory target. This will require choosing at least one interview question from the Customer Focus Target. (HR)</p> <p>FTCC Foundation initiated customer focus as part of their interview process since new Executive Director arrived in August 2012. (Foundation)</p> <p>MIS included customer service focused questions in the interview process throughout the 2013-2014 year. Customer service has always been a focus of the MIS Department. (MIS)</p> <p>Public Safety and Security required multiple customer service focused questions be used in the two hiring panels conducted during this reporting period. (Public Safety &amp; Security)</p> <p>All hiring managers included one or more questions regarding customer service. (Plant Operations)</p>

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	<p>The Business Office ensured that all hiring managers included at least one customer service question in all interviews. (Business &amp; Finance)</p> <p>Interview questions by hiring manager included questions focused on customer service. All full-time staff attended DDI training and followed DDI guidelines when conducting interviews. Hiring procedures were in compliance with DDI. (Continuing Education)</p> <p>The library was very customer service focused. Our recent hire had three out of ten customer service focused questions. (Library)</p> <p>Customer service questions included in all hiring interviews for positions at the Fort Bragg Center. (Military Programs)</p>
<p>2.10 Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)</p>	<p>The Human Resources office oversaw the nomination and selection process for Excellence in Teaching and President's Distinguished Staff awards for those who excelled in customer service and job performance. Winners received \$500 and a reserved parking space for one year. (Human Resources)</p> <p>Public Safety and Security established an Employee of the Quarter recognition program for the department starting July 2013. (Public Safety &amp; Security)</p> <p>Employees took Professional Development classes for Customer Service, so</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	that everyone can be of help in different ways. (Continuing Education)
2.11 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)	<p>Institutional Effectiveness administered the Faculty/Staff Survey in April 2014 that evaluated curricular and support departments on campus. The average satisfaction rate was 84.2%. (IE)</p> <p>The print shop sent out a survey card in Oct 2013 and 73% of the staff and faculty responded with a 99% above average to excellent grade. (Print Shop)</p> <p>The Business Office participated in the Annual College survey. There is a tag line added to the Business Office employee emails to offer a link for feedback on customer service. (Business &amp; Finance)</p> <p>Faculty and Staff in the Academic &amp; Student Services Division participated in the surveys sent out by the Institutional Effectiveness Office. (Curriculum)</p> <p>Conducted regular evaluations on courses, instructors, and staff members, responding to needs within a 24-hour period. (Continuing Education)</p> <p>Small Business Center conducted annual surveys to all attendees and clients to assess seminar content, counseling assessments, presenter knowledge, and customer satisfaction. (Continuing Education)</p>
2.12 Create and deliver professional development classes to educate employees on quality	The Human Resources Office offered two Customer Service Behavior Styles and the Platinum Rule professional development classes and encouraged

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<p>customer services standards and expectations. (1-5)</p>	<p>attendance. (HR)</p> <p>All Workforce Development staff attended training regarding Integrated Services Delivery and Frontline Functions (The ISD Learning Map: Frontline Functions in the NC Integrated Services Delivery Model) (WFD)</p> <p>Media Staff provided SmartBoard and Camera Capture classes as professional development opportunities for instructors.</p> <p>All print shop staff members participated in the customer service classes provided this reporting year.</p> <p>The Public Safety and Security staff attended a customer service professional development class during this reporting period.</p> <p>Created professional development classes to educate employees on F-11, work orders, and room/vehicle reservations to meet higher standards. (Plant Operations)</p> <p>Faculty and staff participated in college sponsored Customer Service workshops. Professional development courses were created and delivered to educate employees on quality customer service standards and expectations. (Continuing Education)</p>

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	<p>Math department created and administered a training session for select counselors about how to register DMA/DMS students. Four counselors attended. (Curriculum)</p> <p>FTCC Customer Service Training was conducted. (Curriculum)</p> <p>Roundtable discussions and information sessions on customer service conducted at the Fort Bragg Center. (Military Programs)</p>
<p>2.13 Create and develop two FTCC website portals. One website will be focused to students, ensuring it remains user-friendly and focused to student needs while the other website will be focused to internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State and Federal legislation requirements. (1, 3)</p>	<p>Institutional Effectiveness created webpages, using the Department of Education web template, for Gainful Employment programs that included required disclosure information related to tuition/fees, graduation rates, median loan amounts, and linkages to the appropriate Standard Occupation Codes. Those webpages were placed within specific curricular websites per the Department of Education's Gainful Employment Amendment to the Higher Education Act's disclosure mandates.</p> <p>Institutional Effectiveness created a webpage, using the Department of Education web template, to post the net price calculator which uses institutional data to provide estimated net price information to current and prospective students and their families. This is also a requirement of the Higher Education Act.</p> <p>The Human Resources Office in conjunction with Institutional Effectiveness</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>created webpages specific to Human Resources and employment. The webpage is used as a portal to make important information relevant to faculty and staff available and with easy access.</p> <p>The Workforce Development website, which is accessible through the FTCC Office of Human Resources and Institutional Effectiveness pages, was continuously updated. Development of a stand-alone Workforce Development website was postponed due to the directive of the State Director, as the state will create template for all local workforce areas to follow.</p> <p>FTCC Foundation updated its portions as necessary and worked with website developer and credit card processor to assure ease of use, PCI compliance, and donor stewardship.</p> <p>FTCC Media Services provided assistance and technical support to the Webmaster, including video clips posted on the server, photographic support and logo creation.</p> <p>The FTCC Media Services Online Audio Visual Request Form was officially launched in January of 2013 and is now being used regularly now.</p> <p>FTCC Media Services, Facilities and MIS are working together to create a "Request for Service Portal" on the web to streamline service issues on campus, (i.e, replacing projector bulbs, computer updates and facility support.)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Staff created Service Portal for MIS, Media Services, and Facility Services on non-operational equipment or emergencies. (Plant Operations)</p> <p>Small Business Center kept the Small Business Center website updated to inform the business community about seminars and events. (Continuing Education)</p> <p>The math department is in the process of completing their math website . (Curriculum)</p> <p>The library redesigned its website to ensure students receive the most pertinent information. (Library)</p> <p>A new Military Programs website, supporting students, will be operational no later than June 16, 2014. (Military Programs)</p> <p>Student Services developed and re-designed the webpage for easier student use. (Student Services)</p>
<p>2.14 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. (2, 3, 5)</p>	<p>All employment ads have the Equal Opportunity Employment statement on them. All interviews are conducted using the DDI Targeted Selection process. Equal Employment and Affirmative Action statements are included in appropriate handbooks, manuals and guides. (HR/WFD/IE)</p>

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	<p>The Director of Media Services is DDI trained, served on several hiring committees, hired three individuals on staff and encouraged Media Services staff to train in DDI.</p> <p>Public Safety and Security ensured that at least one DDI targeted selection STAR criteria evaluates the customer service orientation of employee candidates in the hiring process.</p> <p>DDI is being utilized with hiring procedures. (Plant Operations)</p> <p>The Business Office ensured that all hiring managers included at least one customer service question in all interviews. The interview committee included a diverse group of individuals.</p> <p>Conducted equal employment opportunities in hiring process using DDI targeted process. Department hiring processes follow college procedures. (Continuing Education)</p> <p>STAR criteria are used throughout the DDI Interviewing process. At least one customer service question is required for interviews. (Curriculum)</p> <p>One or more DDI customer service STAR criteria is included during each hiring interview. (Military Programs)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>2.15 Include quality customer service and support as a measured item on annual performance appraisals. (5)</p>	<p>All appraisals included comments related to customer service support. (HR/WFD/IE)</p> <p>The Director of Media Services chose several customer service questions for the hiring process in our department. The Director included quality customer service in staff performance objectives.</p> <p>This will was done within on our 2014 print shop evaluations.</p> <p>All Public Safety and Security employees are measured on providing quality customer service and support during their annual performance appraisal.</p> <p>Business Office included quality customer service and support as a measured item on annual performance appraisals.</p> <p>Answered all phone calls and voice messages while also providing immediate response to customer requests within 24 hours. Customer service goal is included as a measured item on annual performance appraisals. (Continuing Education)</p> <p>Quality customer service is part of the Employee Performance Appraisal, however, it is not one of the critical measures. (Curriculum)</p> <p>All library employees are evaluated on customer service skills. (Library)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	Customer service is a measured item in each employee's annual appraisal. (Military Programs)
2.16 Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)	<p>The Human Resources office is working with the Security office to ensure that an Emergency Preparedness professional development session is made available. Additionally, the HR/WFD/IE portion of the COOP plan was updated this year.</p> <p>FTCC Foundation has taken the existing plan and established a call tree and incorporated a text messaging process to ensure staff are informed promptly and confirm receipt of communication. This was seen in action during the inclement weather days this past year The staff in the print shop had an open discussion about safety and emergency preparedness at our bi-monthly meetings</p> <p>An Emergency Operations Response Plan was created and approved for the campus. Professional development classes are being scheduled to provide training to all college employees.</p> <p>An emergency application for smartphones has been identified and is being implemented to provide immediate access to information assisting employees with relevant information on emergency procedures in accordance with the college plan.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Conducted Emergency Notification System Checks to familiarize personnel with system and test operations. (Administrative Services)</p> <p>Upgraded radios to communicate with Security and all Facility Services Departments. Fire Exit signs were placed at Cliffdale Plaza. Lighting and occupancy sensors were placed in the shelters at CBI/SLC. (Plant Operations)</p> <p>The Business Office reviewed and updated the COOP Plan annually.</p> <p>Training, workshops, and reviews of existing Continuity of Operations plans were conducted throughout the year to ensure compliance and readiness. (Military Programs)</p>

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5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data driven decision process based through assessment of needs.

<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>3.1 Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annually in May. (1-6)</p>	<p>Administrative Assistant met with the VP after collecting the needs for HR and IE to discuss the necessity. After the decisions were made and approved by the VP the Administrative Assistant prepares the decision packages and forwarded them to the Senior VP for Business and Finance for final approval prior to the deadline.</p> <p>FTCC Foundation performed this for their portion of the College budget, as part of its FTCC Foundation fiscal operations, and as part of its separate annual nonprofit audit. A clean audit and timely submission of IRS Form 990 was provided.</p> <p>The Director of Media Services planned and prepared budget decision packages in a timely manner based on research, technical knowledge, and institutional goals.</p> <p>MIS has a very complex budget package which was completed and submitted prior to the due date.</p> <p>The print shop manager handled this assignment and reviews different equipment for its needs and costs.</p> <p>Prepared and submitted timely budget decision packages. (Administrative Services)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Utilized budget decision packets for support. (Plant Operations)</p> <p>The Business Office submitted budget decision packages as needed for the office.</p> <p>Submitted all equipment requests by the requested deadline. (Continuing Education)</p> <p>Prepared budget packages for computer equipment and new Tallywood location equipment. (Continuing Education)</p> <p>Career Counseling completed budgetary outline for C-STEP annually. (Student Services)</p>
<p>3.2 Ensure appropriate communication among affected areas. (1, 2, 4)</p>	<p>Administrative Assistant met regularly with the HR/WFD/IE VP to discuss any issues or needs within HR, WFD and IE offices. The Director of Institutional Effectiveness met periodically with staff members regarding their current technological needs, assessed their demands with quantifiable evidence, and made recommendations accordingly. The AVP for HR/WFD/IE and Career Center manager met weekly with the Workforce Solutions and Workforce Development Staff.</p> <p>FTCC Foundation provided Finance and Investment Committee meeting notices, invitations, and materials to Senior Vice President of Business and</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Finance and the President of FTCC in addition to its board members. Timely and appropriate documentation occurred as needed for fiscal compliance with state and federal entities overseeing nonprofits.</p> <p>MIS has been more forward thinking with communication flow to the campus via the “All at Fayetteville” mass mailings to ensure that the campus is notified of outages and issues in a timely manner.</p> <p>Public Safety and Security added contract security services to the operations to provide better staffing flexibility in staffing to increase security coverage or reduce coverage based on service need and thus best provide cost savings for the college</p> <p>Established renovation and construction priorities to utilize limited resources. (Administrative Services)</p> <p>Purchased new radios for communication across campus departments. (Plant Operations)</p> <p>The Business Office held budget meetings, prepared calendars, and used phone and email correspondence to keep employees informed throughout the year. Web Advisor was used for budget access.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Conducted regular staff meetings and provided information via email and phone calls in a timely manner. Supported the development of a newsletter. (Continuing Education)</p> <p>Career Counseling submitted appropriate request of funding for C-STEP funds through appropriate chain of command. (Student Services)</p>
<p>3.3 Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)</p>	<p>Administrative Assistant to the VP prepared all expense requests, monitored and maintained the monthly budgets for HR and IE, and submitted mid-year budget reconciliations as required.</p> <p>Marketing &amp; Public Relations Department - Completed and submitted</p> <p>MIS has a very complex budget and continues to seek ways to better plan for unforeseen projects. Mid-Year budget revisions were minimal this year and were submitted in a timely manner.</p> <p>The Print Shop manager reviewed the monthly reports and made any recommendations as needed.</p> <p>Monthly budget reports were monitored and mid-year budget reconciliation were accomplished. (Plant Operations)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Mid-year budget revisions are due in January each year. Monthly expenditure reports were done monthly and communicated to appropriate individuals. (Business Office)</p> <p>Monitored monthly expenditures and kept staff informed of budget status. (Continuing Education)</p> <p>Small Business Center submitted mid-year budget report to the System Office on or before deadline. (Continuing Education)</p> <p>The library consistently monitors its budget and products to ensure the highest quality for the money. (Library)</p> <p>The Academic &amp; Student Services Division monitors their individual budgets. Mid-year budget revisions are provided in January each year.</p>
<p>3.4 Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)</p>	<p>The Compensation Committee met regularly throughout the year to evaluate changes to job descriptions and recommended adjustments to pay grades that reflect those changes. All recommendations were approved by the President.</p> <p>Additionally, the College has been working with an outside agency, Fox-Lawson, to conduct a compensation study to evaluate the College's competitiveness with the market.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>The Office of Business and Finance, in conjunction with Benefit focus, prepared and distributed Total Compensation Packages for all current full-time employees who worked 1/1/13 through 12/1/13. The purpose of the Total Compensation Package is to enable employees to quantify the value of all benefits they receive by working for the College, which also enables them to make a better comparison of their salary/benefits package to those of similar positions in the market. A campus-wide compensation study was done this year. College salaries for County paid employees were compared to the County pay scale.</p> <p>Attended quarterly meetings throughout the state for Fire EMS, and Law Enforcement to compare hiring scale to stay comparable with the market. (Continuing Education)</p>
<p>3.5 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. (1-6)</p>	<p>Institutional Effectiveness partnered with EMSI to gain such resources as Career Coach and EMSI Analytics. Faculty had the ability to determine growth rates regarding their respective programs of study and possible budgetary increases that could be supported by such data. Twenty-Three staff members were certified as Labor Market Analysts after completion of EMSI training.</p> <p>Foundation staff met with Veteran's Service center, Career Center, Culinary Arts, high school, Performing Arts, and Business program areas to discuss funding needs and opportunities.</p>

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE  
2013-2014 END-OF-YEAR REPORT**

***Institutional Goal # 3: Ensure fiscal responsibility, accountability and financial stability:***

1. Plan and prepare annual budgets that enable the College to be responsive to community needs.
2. Maximize strained resources by enhancing productivity and accountability.
3. Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments.
4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data driven decision process based through assessment of needs.

<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>MIS has a very complex budget and continues to seek ways to better plan for unforeseen projects. Mid-Year revisions were minimal this year and were submitted in a timely manner.</p> <p>Coordinated with all levels of the College to project future facility needs. (Administrative Services)</p> <p>Coordinated at all levels to project future construction budget needs. (Plant Operations)</p> <p>Budget decision packets forecasting future needs were analyzed and funded based upon availability. Effective July 1, 2013, the capitalized equipment threshold was changed from \$1,000 to \$5,000. Meetings concerning funding needs were held as new projects and needs were recognized. Communication was also done through emails and phone calls.</p> <p>The library annually surveyed the faculty for suggested curriculum support materials to which the library has purchased 99% of their suggested materials.</p> <p>Provided equipment requests within the requested time period. (Continuing Education)</p>
3.6 Standardize technology across the campus to reduce maintenance cost and maximize	MIS continued to produce and publish a minimum hardware configuration for PCs, Laptops, and printers for the campus. MIS also facilitated and

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
replacement parts. (2, 4)	<p>recommended replacement for those technology items that no longer met our minimum specification.</p> <p>The print shop has implemented a program to network all MFP units (copiers) campus wide so the vendors can collect data as needed and auto replenish all consumables</p> <p>The start of upgrades have been implemented to the emergency call boxes on campus as well as upgrading video cameras in strategic locations to better provide effective utilization of video surveillance on campus.</p> <p>Siemens Electronic control devices for heating/cooling systems were standardized to reduce costs and maximize operations. (Administrative Sevices)</p> <p>Siemens controls have been implemented as standard systems controls. Lighting upgrades have been added. (Plant Operations)</p> <p>Technological purchases were coordinated between subject matter experts in Media Services, Management Information Systems, Plant Operations, and the Purchasing Office in order to standardize technology when possible.</p>
3.7 Cascade technology when replacements are made to reduce cost. (2, 4)	MIS facilitated PC replacement plan that replaces lab PCs and moved older PCs to faculty offices. This approach has worked for the campus; however,

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>there is a new initiative that requires faculty to move to laptops in their offices. Not sure of the future of this cascade approach. Additionally, MIS is testing the use of Virtual Desktop technology which will reduce replacment costs for instructional labs over time when fully deployed.</p> <p>The Business Office cascaded technology within the division when new purchases are made. MIS guided the cascading of technology when technology was not needed or appropriate within the division.</p> <p>Purchased a SMART board and ELMO projector for CS/OE classes and provided training for employees. Transferred computers to other Continuing Education departments when newer computers have been purchased. (Continuing Education)</p> <p>Technology resources were cross-leveled between SLC, FTCC, and Fort Bragg offices/classrooms. (Military Programs)</p>
3.8 Communicate the College's needs to the FTCC Foundation. (2)	<p>FTCC Foundation learned that specific scholarships are not being awarded or are being pulled from students due to what was out-dated or restrictive wording in the criteria. The FTCC Foundation Board reviewed criteria and made changes that did not change the intent of the donor.</p> <p>Marketing &amp; Public Relations Department - Assisted Foundation with Marketing and Public Relations needs</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Small Business Center worked with FTCC Foundation to seek funding for entrepreneurial activities, programs and training. (Continuing Education)</p> <p>The Veterans Services Office and FTCC Foundation has established an umbrella piece to help veterans and their dependants. (Student Services)</p>

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***Institutional Goal # 4: Focus on workforce preparedness to support economic development:***

1. Strengthen economic development in the service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Program Advisory Committee data and annual employer surveys to modify program/course offerings to meet employer needs.

<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
<p>4.1 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)</p>	<p>In order to meet this goal, the Institutional Effectiveness Department administered the Annual Employer Survey in March 2014. 100% of employers would consider hiring more FTCC graduates.</p> <p>Provided a Credit for Prior Learning plan to allow Continuing Education students to receive credit for various Curriculum classes based on completion and passing industry certification exams. (Continuing Education)</p> <p>Submitted AMA classes for consideration to be counted toward curriculum credit in the FTCC curriculum Business area. (Continuing Education)</p> <p>Per employer request, curriculum EMS program implemented industry specific certifications, including PALS and ACLS into curriculum. (Curriculum)</p> <p>Request submitted for permission to assess the need for Medical Assisting program within curriculum. (Curriculum)</p> <p>Nursing Assistant Diploma approved for implementation Fall 2014, allowing students to receive financial aid for curriculum NA program. (Curriculum)</p> <p>EMS major curriculum review approved to be implemented Fall 2014. (Curriculum)</p> <p>Pilot for Pre-Health Academy at SLC implemented in Spring 2013. Preparations made for full implementation Fall 2014. (Curriculum)</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>Instructional Service Agreement with Johnston Community College adapted to move program to JCC to increase consistency/eliminate duplicate work. (Curriculum)</p> <p>ISA's for Funeral Service Education revised to support additional partner and provide consistency. (Curriculum)</p> <p>Used employer survey data to determine needs to help guide development of Writing Lab. (Curriculum)</p> <p>Mapped AMA courses taught in Continuing Education with curriculum courses. (Curriculum)</p>
<p>4.2 Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)</p>	<p>The OJT Coordinator has met with over 40 different businesses to discuss their personnel and training needs. When developing an On-the-Job Training contract, the skills gap is identified and a six-month training plan is developed for each individual participant and business.</p> <p>Utilized work study students to provide on the job training and experience in staff support areas.</p> <p>Provide maintenance system orientation to HVAC students on College systems (Administrative Services)</p> <p>Needs assessment surveys are being conducted for the following programs:</p> <ul style="list-style-type: none"> <li>• Cosmetology instructor</li> <li>• Esthetics</li> </ul>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<ul style="list-style-type: none"> <li>• Gunsmithing</li> <li>• Broadcasting &amp; Production Technology</li> <li>• Medical Assisting</li> <li>• Global Logistics &amp; Distribution Mgt Tech.</li> </ul> <p>Reached out to local businesses related to the types of classes Business Services offers via flyers, phone calls and face-to-face meetings. (Continuing Education)</p> <p>The Industry Services Director and Coordinator met regularly with area industry representatives. (Continuing Education)</p>
4.3 Expand the use of customized industry training funds. (1, 3, 4)	<p>As part of the On-the-Job Training process, the OJT Coordinator discussed the needs for specialized training for one job, multiple jobs or every job for the business. In several cases (Hercules Steel, McCune Technologies, and U-Teck), we have developed multiple OJT contracts. In addition, we worked closely with T.J. Haney to identify companies that needed customized training. We referred him to U-Teck, and he is currently providing customized training to that company. (HR/WFD/IE)</p> <p>Sought out high cost training opportunities with industries that have low number of employees. Routinely met with industries to find needs that could use Customized Training funds. (Continuing Education)</p>
4.4 Engage with the Economic Alliance in the recruitment, expansion and retention of	<p>Whenever the Economic Alliance had a prospective business that may locate in Cumberland County, Jim Lott and Edith Edmond met with the company to</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
businesses. (1, 4)	talk about the labor force, offered assistance on recruitment and hiring, and even offered their offices for interviewing prospective employees. (HR/WFD/IE)
4.5 Seek additional funding for the NC Military Business Center to better engage businesses winning government contracts and providing post-contract assistance. (1, 3)	<ul style="list-style-type: none"> <li>• Maintained a staff of 17 year-round personnel and three seasonal/part time personnel in 13 office locations across the state, from Franklin to Morehead City, including a State headquarters at FTCC and a new office in Cary</li> <li>• Assisted NC businesses in winning at least 126 federal contracts in CY2013, worth \$133.0 million to \$906.4 million</li> <li>• Assisted NC businesses in winning at least 30 federal contracts in CY2014 (as of 31 MAY 14), worth \$18.3 million to \$665.7 million</li> <li>• Assisted NC businesses in winning at least 1,915 contracts from 1 JAN 05 to 31 MAY 14 that were worth \$3.834 billion to \$12.844 billion, generated at least \$264 million in State corporate income tax and generated a 26:1 ROI on State investment in the NCMBC</li> <li>• NCMBC business development staff: <ul style="list-style-type: none"> <li>○ Made 1,121,576 connections of 1,822 federal contract opportunities to businesses in NC during CY2013</li> <li>○ Made 511,368 connections of 743 federal contract opportunities to businesses in NC during CY2014 (as of 31 MAY14)</li> <li>○ Made 6,760,746 connections of 17,531 federal contract opportunities to businesses in NC from 1 JAN 05 to 31 MAY 14</li> <li>○ Conducted approximately 3,000 counseling and one-on-one training sessions annually with businesses statewide</li> </ul> </li> <li>• NCMBC MatchForce.org: <ul style="list-style-type: none"> <li>○ Achieved 20,576 business and 40,359 individual users (25 JUN 14)</li> </ul> </li> </ul>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<ul style="list-style-type: none"> <li>○ Made 31,449,920 matches of 115,120 federal contract opportunities to businesses in NC during CY2013</li> <li>○ Made 185,655 matches of 6,470 job opportunities to individuals during CY2013</li> <li>● Conducted at least nine major statewide events during CY2013, with up to 800 attendees each, at venues from Winston-Salem to Wilmington. Several events were conducted with US Senators, other state agencies and public/private organizations, and are recognized as premier business development events for federal opportunities in NC</li> <li>● Conducted intermediate level Defense Contractor Academies in Charlotte (CPCC, OCT 13), Wilmington (CFCC, DEC 13) and Raleigh (MAR 14)</li> <li>● Initiated and conducted advanced level Proposal Development Workshops in Charlotte and Cary (CPCC, Wake Tech), MAR 14.</li> <li>● Prepared and recruited for DCAs in Fayetteville (FTCC, JUL 14), Charlotte and Wilmington (CPCC/CFCC, DEC 14)</li> <li>● Conducted numerous basic and intermediate level training in federal contracting at various locations across the state in support of SBCs, chambers of commerce, economic developers and other agencies</li> <li>● Maintained a world class website that is nationally recognized as a premier resource for market intelligence and federal contracting procedures</li> <li>● Communicated NCMBC events, federal contract awards, training and business development presentations and contracting technical information via social media, including NCMBC Facebook, Twitter, blog, SlideShare and an active NCMBC LinkedIn group ,</li> <li>● Provided subject matter expert testimony at the General Assembly, and</li> </ul>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	participated on/in State, regional and local Commissions, boards and panels to expand the State economy and grow jobs through federal contracting
4.6 Create career pathways for students and graduates to engage with employers to include defense contractors. (2, 3)	<p>We provided individual employability plans for each student or graduate that came to the Workforce Development Center. We have identified an individual (Lorria Troy) who will make presentations to the graduating seniors, orienting them to the services that the Workforce Development Center offers, including job search assistance, resume preparation, and tips on interviewing, and encouraging each one to visit the Workforce Development Center. In addition, our new automated system, NCWorks online, can be accessed by anyone. The system includes a large listing of job vacancies. (HR/WFD/IE)</p> <p>Created Basic Skills Plus Career Pathway for College and Career Readiness students. (Continuing Education)</p> <p>Small Business Center partnered/collaborated with NC Military Business Center to offer seminars to learn about the process of defense contracts for small business owners. (Continuing Education)</p> <p>The Pre-Major Associate in Arts degrees in Social Work and Psychology were created with the intended outcome of providing A.A. transfer students with a clearly defined education/career path. This is the same situation for our Associate in Fine Arts degrees that provide clear pathways in Visual Arts, Drama, Music, and General Fine Arts. The Advertising and Graphic Design A.A.S degree opportunities directly lead to employment upon graduation.</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>(Curriculum)</p> <p>Supported Pre-Health Academy at SLC. (Curriculum)</p> <p>Worked with Sandhills Consortium (Cumberland, Hoke, Moore, Robeson, Richmond County schools) to develop pathway for Logistics and Distribution Management. (Curriculum)</p> <p>Coordinated pathways to FSU for business students. (Curriculum)</p>
<p>4.7 Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)</p>	<p>FTCC Foundation has engaged new and re-engaged existing scholarship donors within curriculum. Additionally, significant high school awards are being used as recruitment tools.</p> <p>Public Safety and Security partnered with cooperative education services to provide the opportunity for a criminal justice students to work within their field of study.</p> <p>Short- term loans were made available to assist students in paying tuition, fees, and books. A tuition payment plan is available for tuition and fees. (Business Office)</p> <p>Provided scholarships to students taking eight Distance Learning programs at least twice within the year. Offered scholarships to help fund opportunities of programs to meet employer needs and student curriculum needs for a variety</p>

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<b>Strategies</b>	<b>Accomplishments (July 1, 2013-June 30, 2014)</b>
	<p>of entry-level training classes and programs. (Continuing Education)</p> <p>Provided specifically designed HRD classes that included KeyTrain in preparation for the WorkKeys Test to achieve nationally recognized CRC for military Veterans participating in the Back-to-Work Grant and the Operation ReEntry Collaborative Grant. (Continuing Education)</p> <p>Grant funding for GlaxoSmithKline(GSK) converted to scholarships for STEM students. eleven scholarships were awarded. (Curriculum)</p>

# Fayetteville Technical Community College STRATEGIC PLAN 2013-2018

Current Version Originally Published  
Fall 2009  
Last Revised: September 16, 2013

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)

Fayetteville Technical Community College  
P.O. Box 35236  
Fayetteville, North Carolina 28303-0236  
  
(910) 678-8400

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.

September 16, 2013

Dear Advocates of Fayetteville Technical Community College:

Fayetteville Technical Community College recently celebrated its 50<sup>th</sup>-year anniversary. In doing so, the administration, faculty, and staff of FTCC celebrated the hard work and commitment that resulted in 1981 certificates, diplomas and degrees being awarded. As we transition into the next fifty years of service, we look to the future with even more passion and enthusiasm by developing, implementing, and monitoring innovative ways to better serve our students and the business-and-industry segment of the world we serve.

The 2013-2018 Strategic Plan was developed with a more defined, focused scope, identifying key initiatives to explore, evaluate and accomplish. Initiatives will be assessed annually to respond to changes that could impact student success. We cannot put a price tag on the results of our successful efforts at Fayetteville Technical Community College, but we can enjoy the realization that through affordable, high-quality education available at FTCC, lives are made more productive, spirits and confidence levels grow, and individuals are better equipped with job skills for success in the workforce.

While there are good reasons to celebrate our past accomplishments, we must remain focused on future successes. Using the 2013-2018 Strategic Plan, we will build new relationships and strengthen existing ones, improve communications, share both individual and collective responsibility, and exhibit our care and pride toward one another in doing the tasks at hand. We will make the journey a success building on the momentum of everyone's strengths, talents, and abilities moving forward.

Sincerely,

J. Larry Keen, Ed. D.  
President

**FTCC Institutional Goals  
2013-2018**

- 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**

**Institutional Goal: 1 Respond to student and community needs through measurable goals**

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by **3%** annually
3. Increase gainful employment (employment in field of study) of students
4. Increase completion rates for Workforce Investment Act (WIA) training programs by 20%
5. Meet or exceed the NCCCS Performance Measures goals.
6. Achieve 90% satisfaction rate on all surveys and course evaluations.

**Strategies:**

- Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)
- Use the Educational TV channel to provide timely information/programming to the community (2)
- Partner with community organizations to connect students to potential employers (3)
- Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)
- Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)
- Streamlining initial processing of WIA participants to ensure more efficient transition into training programs. (2, 3, 4)
- Reduce the number of students testing into developmental classes. (1, 2)
- Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)
- Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5, 6)
- Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)
- Improve assessment plans with documented evidence of outcomes. (1)

- Create and administer a professional development program to support academic quality for student success. (1-6)
- Promote use of the research such as Education Advisory Board studies to identify and benchmark successes at other Colleges that can be emulated at FTCC. (1-6)
- Maintain memberships in relevant professional organizations and groups. (1-6)
- Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5, 6)
- Encourage faculty and staff to complete higher levels of relevant education and/or degree completion. (1, 2)
- Encourage Return to Industry Training. (1, 2)
- 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5, 6)
- More clearly define and articulate expectations for the role of instructional leaders. (1, 5, 6)
- Create an effective Instructional Leaders course. (1, 5, 6)
- Standardize blackboard shells to ensure more active learning for students. (1, 5, 6)
- Increase Co-op and intern work opportunities for students (1, 2, 3, 6)
- Provide a safe and secure learning environment. (6)

## **Institutional Goal: 2 Establish a culture of quality customer service**

1. Success of our students is our number one priority
2. Competition for services requires that we maintain the highest standards and responsiveness to the needs of our customers and stakeholders.
3. Create a welcoming and service oriented culture delivering support with minimal referrals.
4. Achieve 90% satisfaction rate on customer service survey.
5. Consistency of service and information will be maintained across the College.

### **Strategies:**

- Ensure that faculty and staff understands their individual responsibility to provide high quality customer service. (1-5)
- Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)
- Resolve customer needs with minimal referral to others. (3)
- Answer the phone within 3 rings. (1-5)
- Educate all employees on functions and activities of College departments to minimize referrals. (2)
- Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)
- Triage lines to move customers to appropriate College locations quickly. (3, 4)
- Ensure signage is visible, adequate and accurately directing visitors to correct locations. (3, 4)
- Require all hiring managers to include one or more interview questions focused on customer service. (1-5)
- Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)
- Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)
- Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)

- Create and develop two FTCC website portals. One website will be focused to students, ensuring it remains user-friendly and focused to student needs while the other website will be focused to internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State and Federal legislation requirements. (1, 3)
- 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. (2, 3, 5)
- Include quality customer service and support as a measured item on annual performance appraisals. (5)
- Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)

**Institutional Goal: 3 Ensure fiscal responsibility, accountability and financial stability**

1. Plan and prepare annual budgets that enable the College to be responsive to community needs.
2. Maximize strained resources by enhancing productivity and accountability.
3. Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments.
4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data driven decision process based through assessment of needs.

**Strategies:**

- Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annually in May. (1-6)
- Ensure appropriate communication among affected areas. (1, 2, 4)
- Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)
- Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)
- 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. (1-6)
- Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)
- Cascade technology when replacements are made to reduce cost. (2, 4)
- Communicate the College's needs to the FTCC Foundation. (2)

**Institutional Goal: 4 Focus on workforce preparedness to support economic development**

1. Strengthen economic development in the service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Program Advisory Committee data and annual employer surveys to modify program/course offerings to meet employer needs.

**Strategies:**

- Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)
- Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)
- Expand the use of customized industry training funds. (1, 3, 4)
- Engage with the Economic Alliance in the recruitment, expansion and retention of businesses. (1, 4)
- Seek additional funding for the NC Military Business Center to better engage businesses winning government contracts and providing post-contract assistance. (1, 3)
- Create career pathways for students and graduates to engage with employers to include defense contractors. (2, 3)
- Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)

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