

Fayetteville Technical Community College

Detailed Assessment Report 2013-2014 Information Systems Security *As of: 8/20/2016 01:20 PM EST*

Mission / Purpose

The Information Systems Security curriculum prepares individuals with the skills required to implement effective and comprehensive information security controls which will prepare them for employment as security administrators.

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

SLO 1: Effective Communication

Students will be assessed in SEC 210 (Intrusion Detection) by submitting a technical writing document explaining how to set up an IDS (Intrusion Detection System) using Snort (open-source software IDS). (See attached oral communications rubric)

Connected Document

[OC Rubric 2014](#)

Relevant Associations:

General Education/Core Curriculum Associations

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.

Related Measures

M 1: Effective Communication

WHAT: Evidence of effective communication skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on an oral presentation assignment detailing an IDS (Intrusion Detection System) installation using open-source software

HOW: Students will be scored against an oral communications rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Presentation, either individual or group

Connected Document

[OC Rubric 2014](#)

Target:

Students will score at least a 3/5 as demonstrated by the oral communications rubric.

Reporting Finding (2013-2014) - Target: Met

In the fall semester 2013 Intrusion Detection class (SEC 210), students completed an oral presentation assignment detailing an IDS (Intrusion Detection System) installation using open-source software and were scored against an oral communications rubric. Of the twelve (12) students in the course (thirteen students were registered for the course, but one student dropped before the presentation), all of the students who completed the assignment scored at an acceptable level (at least 3/5). The median score was 4.1, the highest score was 5.0, and the lowest score was 3.2.

Connected Document

[SEC 210 RUBRIC RESULTS](#)

SLO 2: Critical Thinking

The technical document submitted in SEC 210 must detail all of the steps involved in successfully installing, configuring, and monitoring the IDS, including troubleshooting the system when it fails to work properly. (See attached critical thinking rubric).

Connected Document

[Technical Writing Rubric \(2014\)](#)

Relevant Associations:

General Education/Core Curriculum Associations

- 2 Use critical thinking to analyze problems and make logical decisions.

Related Measures

M 2: Critical Thinking

WHAT: Evidence of critical thinking skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on a technical writing document outlining critical thinking skills required to effectively install and troubleshoot an IDS (Intrusion Detection System) using the open source software program Snort.

HOW: Students will be scored against a technical writing rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Technical Writing Rubric \(2014\)](#)

Target:

Students will score at least a 3/5 as demonstrated by the technical writing document.

Reporting Finding (2013-2014) - Target: Met

At the end of the semester, students were required to formulate a presentation detailing their favorite project during the semester. Students were scored on the Technical Writing rubric. Of the eleven (11) students in the course, ten (10) completed the presentation assignment. These ten (10) students scored at an acceptable level (12 points/ 60% of 20 total points) or above. The median score was 16, the highest score was 19, and the lowest score was 13.

Connected Document

[SEC 289 Technical Writing Rubric Results](#)

SLO 3: Cultural Awareness and Globalization

In the Security Capstone project course, (SEC 289), students will be evaluated on their consideration of cultural issues when presenting the final project paper and presentation. Examples include color schemes, wording and language considerations, and gender issues. (See attached rubric, courtesy of the American Association of Colleges and Universities)

Connected Document

[Inter-Cultural Rubric](#)

Relevant Associations:

General Education/Core Curriculum Associations

3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Related Measures

M 3: Cultural Awareness and Globalization

WHAT: Evidence of cultural awareness and globalization issues by students in the SEC 289 (Security Capstone Project) course

WHY: To determine awareness and knowledge of inter-cultural issues and competencies in globalization issues as related to information systems security

HOW: Students will be scored against an inter-cultural knowledge and competence rubric and must discuss rationale behind color and wording decisions made during the planning/implementation process.

WHEN: At the end of the spring semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

[Inter-Cultural Rubric](#)

Target:

Students must achieve a graded score of at least 3 out of 4 on the inter-cultural knowledge and competence rubric.

Reporting Finding (2013-2014) - Target: Met

During the 2013 spring security capstone course (SEC 289) final project presentations, students were evaluated using a cultural awareness and globalization rubric. Out of the ten (10) students who completed the assignment, all ten scored at or above a 3/4 on the rubric.

Connected Document

[SEC 289 CULTURAL RUBRIC RESULTS](#)

SLO 4: Demonstrate quantitative competencies

Students in the Information Systems Security degree program must demonstrate quantitative competencies by successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC evaluators):

1. MAT 161-College Algebra (or higher-level MAT or equivalent)
2. CTI 110 - Web, Programming & Database Foundations (or equivalent)
3. CIS 115-Introduction to Programming and Logic (or equivalent)

Relevant Associations:

General Education/Core Curriculum Associations

4 Demonstrate quantitative competencies.

Related Measures

M 4: Demonstrate Quantitative Competencies

WHAT: Evidence of quantitative competency by students graduating from the Information Systems Security program.

WHY: To determine qualitative competency

HOW: By successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC evaluators): 1. MAT 161-College Algebra (or higher-level MAT or equivalent) 2. CTI 110 - Web, Programming & Database Foundations (or equivalent) 3. CIS 115-Introduction to Programming and Logic (or equivalent). A passing grade in the above-named courses demonstrates quantitative competency.

WHEN: At graduation or program completion.

WHO: This measure will be evidenced by a formal evaluation by the Information Systems Security Department Chair of the student program evaluation

Source of Evidence: Academic direct measure of learning - other

Target:

All ISS graduates will successfully complete one of the above-mentioned courses to demonstrate quantitative competencies.

Reporting Finding (2013-2014) - Target: Met

In Spring Semester 2014, six Information Systems Security graduates successfully completed the MAT, CIS and CTI requirements, as demonstrated by their degree completion.

Connected Document

[A25270 Spring Graduate Data](#)

SLO 5: Demonstrate computer literacy

Students will be able to effectively conduct research and exhibit competency with technology, in particular, the use of SQL databases (SEC 210), word-processing software (all SEC courses) and presentation software (SEC 150, SEC 210, SEC 289). Students will also use Microsoft Visio in SEC 289 project presentations to demonstrate the ability to diagram a network topology.

Relevant Associations:

General Education/Core Curriculum Associations

5 Demonstrate computer literacy.

Related Measures

M 5: Demonstrate computer literacy

WHAT: Successful completion of Microsoft Visio network diagrams by students in the SEC 289 (Security Capstone Project) course.

WHY: To demonstrate computer literacy and competency

HOW: The network diagram will be evaluated as a component of the final project score totaling 40% of the final project grade.

WHEN: At the end of the spring semester during final project presentations

WHO: This assessment will be conducted by the course instructor

Source of Evidence: Capstone course assignments measuring mastery

Target:

All students in the SEC 289 capstone project course will implement a network diagram using Microsoft Visio (or similar, open-source program). This portion of the final project will count towards 40% of the final project grade.

Reporting Finding (2013-2014) - Target: Met

During the 2014 spring capstone course final project presentations, students were required to incorporate Microsoft Visio network diagrams in their final presentation. Of the ten (10) students who completed the assignment, all ten received a passing score on the diagram portion of the assignment.

Connected Document

[SEC 289 VISIO RESULTS SP 2014](#)

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

Registration Summary Report

The survey formerly used was deemed inappropriate. For future assessment cycles, a new report (coming from Registrar's Office) will identify a more accurate depiction of how students register for courses.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Low

Projected Completion Date: 05/2010

Responsible Person/Group: Roseann Thomas

Educate all CIS 110 Instructors of the impact of SAM Projects on the division objectives

We held a division meeting for all full-time and adjunct CIS 110 instructors to make sure that they were all aware of how the SAM project grades were used in the measurement of division and school-wide objectives. We also informed them all about standardized ways of implementing and scoring these assignments for assessment purposes.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2011

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The strengths of the assessment process for Information Systems Security were as follows:

Due to an increase in the number of presentations completed by students in other courses, capstone project students were better prepared for their final project presentations and had significantly improved results on the final project rubric.

What were the weaknesses of your assessment process?

The weakness of the assessment process for Information Systems Security was not budgeting time wisely in order to take full advantage of the assessment cycle.

What was learned as a result of your assessment process?

As a result of the assessment process for Information Systems Security, the following things were learned:

The use of rubrics to evaluate student progress is a very useful tool for both instructors and students. Also, by enabling students to participate in presentations prior to the final capstone project presentation, the students are much more prepared and a lot less nervous when completing the final project presentation.

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

The outcomes of the assessment process will strongly guide future analysis of what is expected of students in the capstone course. Students will also have more opportunities to give presentations throughout their SEC courses, starting with SEC 150 and continuing with subsequent SEC and upper-level Linux courses up to and including the capstone course.

Annual Report Section Responses

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.

Connected Document

[Academic Program Review-NEW-A25270](#)

Advisory Comm. Minutes (Academic Units)

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

Connected Document

[ISS_ADVISORY_MEETING_12/16/13](#)

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 \(2013-2018\)](#)

ORAL COMMUNICATION RUBRIC

Topic Development	Criteria	4	3	2	1	0
	Content	Demonstrates mastery of topic	Demonstrates adequate understanding of topic	Demonstrates some understanding of topic	Demonstrates lack of understanding	No data gathered
	Arrangement of Ideas	Strong introductory statement	Adequate introductory statement	Weak introductory statement	Lack of introductory statement	
		Strong logical progression	Adequate logical progression	Weak logical progression	Lack of logical progression	
Strong concluding statement		Adequate concluding statement	Weak concluding statement	Lack of concluding statement		

Oral Communication	Criteria	4	3	2	1	0
	Voice Projection	Clearly and consistently audible	Mostly audible	Sometimes audible	Inaudible	No data gathered
	Vocal Delivery	Energetically communicates enthusiasm	Some energy and enthusiasm	Little energy and enthusiasm	Monotone	
	Eye Contact	Consistently makes eye contact with all members of audience	Makes consistent eye contact with <i>limited</i> group within audience	Makes some eye contact with audience	Makes little or no eye contact with audience	
	Gestures	Consistently reinforces verbal message	Often reinforces verbal message	Sometimes reinforces verbal message	Detracts from verbal message	
	Pace	Consistently effective	Mostly effective	At times too fast or too slow	Consistently too fast or too slow	
	Clarity of Expression	Minimal gap-fillers ("um," "uh," "like," etc.)	Few gap-fillers	Some gap-fillers	Gap-fillers interfere with expression	
	Listening	Demonstrates proactive listening: takes relevant notes, answers questions, asks questions that demonstrate mastery of topic	Demonstrates active listening: takes notes, answers questions with a prompt, demonstrates engagement with topic	Demonstrates attentive listening: takes cursory notes, Unable to respond to questions, demonstrates weak understanding of topic	Demonstrates passive listening: does not take notes, unable to respond to questions, demonstrates lack of understanding of topic	

SEC 210-IDS Report Rubric Results

Student 1	5
Student 2	3.2
Student 3	3.2
Student 4	4.8
Student 5	4.5
Student 6	4
Student 7	3.9
Student 8	4
Student 9	4.1
Student 10	4.3
Student 11	4.3
Student 12	4.2

AVERAGE	Average	4.125
MEDIAN	Median	4.15

RESULTS: (12) students scored at an acceptable level (at least 3/5). The median score was 4.1, the high

Technical Writing Rubric

	4 (Excellent)	3 (Good)	2 (Average)	1 (Weak)	0 (Failing)
Audience (x2)	<ul style="list-style-type: none"> Excellent match of document to audience needs An ethical approach to the communication situation 	<ul style="list-style-type: none"> Adequate match of document to audience needs An ethical approach to the communication situation 	<ul style="list-style-type: none"> Some mismatches of document to audience needs An ethical approach to the communication situation 	<ul style="list-style-type: none"> Significant mismatches of document to audience needs Questionable ethics 	<ul style="list-style-type: none"> Failure to match audience needs Unethical aspects
Design	<ul style="list-style-type: none"> Excellent match of design elements to document genre Effective use of design principles such as repetition, alignment, contrast, and proximity Clear, readable typography Excellent and ethical use of graphics 	<ul style="list-style-type: none"> Good match of design elements to document genre Good use of design principles Clear, readable typography Good and ethical use of graphics 	<ul style="list-style-type: none"> Adequate match of design elements to document genre Implementation of design principles in most areas A few problems with typography Adequate and ethical use of graphics 	<ul style="list-style-type: none"> Poor match of design elements to document genre Poor implementation of design principles Significant problems with typography Poor use of graphics or graphics with questionable ethics 	<ul style="list-style-type: none"> Failure to match design elements to document genre Lack of implementation of design principles Problems with typography that defeat usability Lack of required graphics or unethical graphics
Style & Editing	<ul style="list-style-type: none"> Clear and succinct prose Excellent matching of level of formality and technicality to audience Gender- and culture-appropriate language No grammatical, mechanical, or typographical errors Errors do not affect usability 	<ul style="list-style-type: none"> Almost always clear and succinct prose Good matching of level of formality and technicality to audience Gender- and culture-appropriate language 1-3 grammatical, mechanical, or typographical errors Errors mildly affect usability 	<ul style="list-style-type: none"> Somewhat unclear or wordy prose Mostly good matching of level of formality and technicality to audience Gender- and culture-appropriate language 4-5 grammatical, mechanical, or typographical errors Errors affect usability 	<ul style="list-style-type: none"> Significantly unclear or wordy prose Clear mismatches of level of formality and technicality to audience Some problems with sexist or racist language 6-7 grammatical, mechanical, or typographical errors Errors distract or unintentionally amuse users 	<ul style="list-style-type: none"> Unclear and wordy prose throughout Extensive mismatches of level of formality and technicality to audience Significant problems with sexist or racist language 8 or more grammatical, mechanical, or typographical errors Errors make the document fail in its goals.
Structure	<ul style="list-style-type: none"> Follows structural conventions for the genre Uses clear headings and transitions Arranges parts logically States the purpose clearly 	<ul style="list-style-type: none"> Follows structural conventions for the genre Uses mostly clear headings and transitions Arranges parts logically States the purpose mostly clearly 	<ul style="list-style-type: none"> Follows structural conventions for the genre Uses a few unclear headings and transitions Includes a few minor illogical arrangements States the purpose, but not clearly 	<ul style="list-style-type: none"> Fails to follow some structural conventions for the genre Uses ambiguous or nondescriptive headings and transitions Includes significant illogical arrangements that cause difficulty in reading States the purpose in a way that confuses the reader 	<ul style="list-style-type: none"> Fails to follow significant structural conventions for the genre Fails to use headings and transitions successfully Arranges parts illogically Does not state the purpose
Assignment completion	<ul style="list-style-type: none"> Fulfills assignment precisely and fully Includes all parts of the assignment Complete and appropriate citation of sources 	<ul style="list-style-type: none"> Fulfills assignment description Includes all parts of the assignment Complete and appropriate citation of sources 	<ul style="list-style-type: none"> Fulfills assignment description Missing one or more minor parts of the assignment Incomplete or inappropriate citation of sources 	<ul style="list-style-type: none"> Does not adequately fulfill assignment Missing a significant part of the assignment Incomplete or inappropriate citation of sources 	<ul style="list-style-type: none"> Does not fulfill the assignment Missing multiple significant parts of the assignment Incomplete or inappropriate citation of sources

Significantly poor performance in any one or more of these areas can merit a further lowering of the entire grade for the assignment.

SEC 289-Cultural Awareness Rubric Results

Student 1	80
Student 2	90
Student 3	75
Student 4	85
Student 5	80
Student 6	85
Student 7	90
Student 8	95
Student 9	95
Student 10	85
Student 10	80

RESULTS: Out of the ten (10) students who completed the assignment, all ten scored at or above a 3/4 on

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Student	Student ID	Term Graduated	Division
Student	1	2014SP	CBUS3
Student	2	2014SP	CBUS3
Student	3	2014SP	CBUS3
Student	4	2014SP	CBUS3
Student	5	2014SP	CBUS3
Student	6	2014SP	CBUS3
Student	7	2014SP	CBUS3
Student	8	2014SP	CBUS3

Result: In Spring Semester 2014, all Information Systems Security graduates completed the M/

Program	Program Ti	Catalog	Cum GPA	Prog GPA	Grad Allow
A25270	Informatio	2011	3.413	3.38	Y
A25270	Informatio	2013	2.54	2.549	Y
A25270	Informatio	2011	3.121	3.155	Y
A25270	Informatio	2011	2.986	3.162	Y
A25270	Informatio	2012	3.436	3.456	Y
A25270	Informatio	2011	2.776	2.79	Y
A25270	Informatio	2011	2.278	2.294	Y
A25270	Informatio	2012	2.899	3.164	Y

AT requirement, as demonstrated by the degree completion. Six students completed the ISS degree in Spri

**SEC 289-Visio network diagram project scores
(OUT OF 40 POINTS)**

Student 1	30
Student 2	35
Student 3	36
Student 4	38
Student 5	37
Student 6	35
Student 7	40
Student 8	39
Student 9	35
Student 10	34
Student 10	36



RESULTS: Of the ten (10) students who completed the assignment, all ten received a passing score on the

Fayetteville Technical Community College

Academic Program Review

Current Version Originally Published
Spring 2014
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Proponent: Vice President for Academic and Student Services

Available online at:
http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

The mission of Fayetteville Technical Community College (FTCC) is to serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development. FTCC promotes the growth of the whole person in a caring environment that encourages strong ethical values, personal integrity, and a sense of responsibility to the needs of society.

X-2 Purpose of Review

The purpose of program review is to strengthen department programs and increase department efficiencies and effectiveness. The review assesses and critically evaluates a program's stated outcomes and use of supporting resources to measure if the program is fulfilling its goals and adequately supports the College mission. The process necessitates documenting successful and unsuccessful efforts, identifying future needs, and verifying compliance with accreditation and college standards. The results of the review process will serve as a tool for continuous program improvements and will impact the institutional and program-level planning and budgeting activities. Program review becomes the baseline measurement of where the program is right now, where program managers would like for it to be in the next one to five years and planned achievement targets, qualitative and quantitative measurements, analysis of those measurements to report findings, and projected action plans and dates for reaching those future objectives. Program review is not intended to replace formal assessment activities in the WEAVE Assessment Management System and is intended to provide additional support and quantitative/qualitative evidence to further support the outcomes and findings housed in WEAVE.

X-3 Overview of Program Review Process

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year

during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.

4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

X-3.1 Program Description, Policies, and Affiliations **(Self-Study Team's assessment)**

A. Provide a description of the program.

The Information Systems Security program is a five-semester, 65 credit hour program. The Information Systems Security program is designed to prepare students for careers in information, network, and/or cyber security field by providing course work in networking, security concepts, secure communications, defense-in-depth, and intrusion detection. Students also complete general computer concepts courses such as database and network operating systems concepts and more specific course work in Windows and Linux operating systems. Students completing specific courses are able to sit for industry-recognized certifications, such as Cisco Systems CCNA, Red Hat Enterprise Linux Systems Administrator (RHCSA), EC-Council Certified Ethical Hacker (CEH), and CompTIA Network+ and Security+ certifications. Employment opportunities for graduates include work as network security analysts, information assurance technicians, and security administrators, among others.

B. Discuss how the program supports the College in fulfilling its mission. List your program’s mission, targeted future goals and objectives and how those goals/objectives are linked to the College’s Institutional Goals and Strategies located in the FTCC Strategic Plan.

FTCC Mission Statement	
“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”	
The Information Systems Security program supports the mission of the college by fostering a high quality information systems security program designed to maximize understanding of both theory and practical hands-on learning in order for graduates to be successful in the workforce.	
FTCC Institutional Goals	ISS Goals
<ol style="list-style-type: none"> 1. Respond to student and Community needs through measurable goals <ul style="list-style-type: none"> • FTCC will increase graduation rates to 25% by 2018. • Increase headcount enrollment by 3% annually • Increase gainful employment (employment in field of study) of students • Increase completion rates for Workforce Investment Act (WIA) training programs by 20% • Meet or exceed the NCCCS Performance Measures goals. • Achieve 90% satisfaction rate on all surveys and course evaluations. 2. Establish a culture of quality customer service <ul style="list-style-type: none"> • Success of our students is our number one priority • Competition for services requires that we maintain the highest standards and responsiveness to the needs of our customers and stakeholders. • Create a welcoming and service oriented culture 	<ul style="list-style-type: none"> • Recruit, hire and retain qualified faculty with both industry certifications and real-world work experience. • Continue to monitor the current program evaluation process by utilizing available resources. • Develop and constantly evaluate retention efforts to assist students and faculty in attempting to ensure program success. • Establish and maintain an ISS Help Lab on main campus to assist students in keeping up to date with assignments and provide a hands-on learning environment in which students can utilize campus resources to practice and study for industry certification exams. • Monitor and track student results on industry certification exams, which assist students in gaining meaningful employment in the field of study. • Encourage the current level of professional development participation by full-time faculty as well as providing opportunities for adjunct faculty.

<p>delivering support with minimal referrals.</p> <ul style="list-style-type: none"> • Achieve 90% satisfaction rate on customer service survey. • Consistency of service and information will be maintained across the College <p>3. Ensure fiscal responsibility, accountability and financial stability</p> <ul style="list-style-type: none"> • Plan and prepare annual budgets that enable the College to be responsive to community needs. • Maximize strained resources by enhancing productivity and accountability. • Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments • Streamline operations with a focus on efficiencies. • Monitor current spending and forecast future funding requirements to sustain financial stability. • Institute a data driven decision process based through assessment of needs. <p>4. Focus on workforce preparedness to support economic development</p> <ul style="list-style-type: none"> • Strengthen economic development in the service area. • Establish an effective job placement office. • Expand veterans support services. • Analyze Program Advisory Committee data and annual employer surveys to modify 	<ul style="list-style-type: none"> • Provide opportunities for adjunct faculty to maintain currency in industry certifications by continuing membership in the CompTIA Academic Partnership Program, as well as other industry programs. • Encourage ongoing participation in advisory committee meetings by fostering an online repository and meeting space for advisory committee members. • Utilize the latest available technology, such as virtualization, to ensure that strained campus resources are maximized at the highest possible level. • Provide a secure testing facility for students to participate in industry certification exams. • Participate in local and regional competitions available for students and faculty, providing public access and information regarding the ISS program and its resources. • Participate in vendor-sponsored Veterans' programs, such as the Cisco Systems Veterans Technology Day, in order to provide information to Veterans interested in network and security-related training to improve employability in the local and national workforce.
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<p>program/course offerings to meet employer needs</p>	
<p>The Information Systems Security program goals are aligned with the FTCC Institutional Goals in several areas, including expansion of veterans support services, focus on workforce development, streamlining operations by the use of virtualization technologies (which also allows for maximization of strained resources), and increasing gainful employment.</p>	

C. Beyond general College admission policies, list any special requirements pertaining to program admission (i.e. passing a background check, GPA requirement, etc.).

<p>The Information Systems Security program does not require any special requirements beyond general FTCC admission policies.</p>

D. List articulation or other such agreements that the program currently has with other community colleges or four-year institutions. Briefly describe the details of such agreements, including when the agreements were last reviewed, updated and approved by the partnering colleges.

Currently, there are no active formal articulation agreements with other community colleges or four-year institutions; however, the ISS program does have in place informal agreements with East Carolina University (ECU) and Campbell University (CU) so that students can transfer smoothly from the AAS degree to bachelor-level degree programs. In particular, students obtaining an AAS degree from FTCC can transfer to ECU as a junior into their Bachelor of Science in Industrial Technology program (see Addendum B). The transition to Campbell University is similar, culminating in a Bachelor's of Applied Science degree in Information Systems Security. (see Addendum C)

E. List specific linkages or partnerships the program has with local businesses, community or civic organizations, K-12 schools, etc. Briefly describe the nature of such partnerships. Include relevant contact information for partnering businesses, organizations, etc.

Cumberland County Public Schools

The Information Systems Security program participates in a number of career days, as well as hosting open house discussions throughout the year. Computer Technology faculty members teach Security Concepts (SEC 110) as Huskins' classes each semester. The department enjoys a great relationship with the Gray's Creek and Pine Forest AOIT (Academy of Information Technology) directors, Brenda Duhon and Elaine Vallery. Through this relationship, several Gray's Creek and Pine Forest High School seniors have chosen to continue their education at FTCC by obtaining an AAS degree in Information Systems Security.

Cisco Systems Networking Academy Program

As required and elective course work in the Information Systems Security degree program, students are required to complete the Cisco Networking Academy CCNA program. Upon successful completion of the series of classes (NET 125/126/225/226), students receive a reduced-price voucher for the CCNA exam. The CNAP has been in existence since 1999; FTCC recently obtained a 15-year award for participating in the CNAP. In addition, students registered for SEC 210 (Intrusion Detection), complete CCNA Security coursework and are eligible to obtain reduced-price vouchers for the CCNA Security certification exam.

[\(https://www.netacad.com/\)](https://www.netacad.com/)

Cisco Systems Veteran's Technology

As part of their corporate social responsibility program, Cisco Systems, a world-wide leader in networking technology solutions, sponsors a Veteran's Technology Day at their campus in the Research Triangle Park. The Information Systems department has participated in this program for two years, attending the function as representatives of the Cisco Networking Academy program. (<http://csr.cisco.com/casestudy/veterans-program>)

Hero-to-Hired (H2H) Program

The H2H program, the largest Futures Inc. Pipeline platform, assists Veterans with employment after separation from the military. The Information Systems Security program has participated in the H2H program since its inception with the NC Pipeline system. (<https://h2h.jobs/>)

CompTIA Academy Partner

The Computer Technology Division at FTCC is proud to be an educational partner with CompTIA, the industry leader in information security certifications. As part of the partnership, students in the computer-related programs are able to obtain greatly discounted vouchers to sit for CompTIA exams, such as A+, Network+, and Security+. Also, as a result of the partnership, CompTIA provides marketing materials such as wall banners and posters. In addition, faculty in the Computer Technology Division who teach related courses are able to obtain no-cost vouchers to sit for the industry certification exams. Several full-time and adjunct faculty members have obtained these vouchers, in turn assuring currency in their designated fields. (<http://partners.comptia.org/Academy-Partner.aspx>)

Red Hat Academy Program

The ISS Department is a member of the Red Hat Academy Program. The program allows students to take coursework in Red Hat Enterprise Linux offerings, such as Red Hat Certified Systems Administrator (RHCSA) courses. In addition, membership in the program provides 25 training vouchers per year for students to sit for the RHCSA exam at no cost (\$400 value). (<http://www.redhat.com/training/red-hat-academy.html>)

IBM Academic Initiative Program

The ISS Department is a member of the IBM Academic Initiative Program. This program provides no-cost access to IBM and Linux-related coursework, such as cloud offerings, mainframe systems, power systems, and AIX Linux systems. The main goals of this program are to help teach students market-ready skills and provide skill-building opportunities for both students and faculty in the ISS Program. (http://www-304.ibm.com/ibm/university/academic/pub/page/academic_initiative)

X-3.2 Program Curriculum

(Self-Study Team's assessment)

A. List the program's approved plan of study. Provide the suggested sequence of course numbers, titles, and credits.

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
INFORMATION SYSTEMS SECURITY - (A25270)**

Effective: Fall 2014

Revised: 03/07/14

Length: 5 Semesters

Prerequisite: High School Diploma, 2 Units of Algebra, Placement Test Equivalent

Award: Associate in Applied Science

FALL SEMESTER 1

Prefix No. Title Class Lab Clinical Credit

CIS110 Introduction to Computers 2 2 0 3

or

CIS111 Basic PC Literacy 1 2 0 2

*NET125 Networking Basics 1 4 0 3

**NET126 Routing Basics 1 4 0 3

NOS110 Operating System Concepts 2 3 0 3

SEC110 Security Concepts 3 0 0 3

Totals 8 13 0 14

SPRING SEMESTER 1

Prefix No. Title Class Lab Clinical Credit

CIS115 Into to PROG & Logic 2 3 0 3

NOS120 Linux/UNIX Single User 2 2 0 3

SEC150 Secure Communications 2 2 0 3

Math Elective 3 2 0 4

Totals 9 9 0 13

SUMMER SEMESTER 1

Prefix No. Title Class Lab Clinical Credit

NOS220 Linux/UNIX Admin I 2 2 0 3

SEC160 Secure Admin I 2 2 0 3

Totals 4 4 0 6

FALL SEMESTER 2

Prefix No. Title Class Lab Clinical Credit

ENG111 Writing and Inquiry 3 0 0 3

NOS130 Windows Single User 2 2 0 3

SEC210 Intrusion Detection 2 2 0 3

SEC220 Defense In-Depth 2 2 0 3

Humanities/Fine Arts Elective 3 0 0 3

Totals 12 6 0 15

SPRING SEMESTER 2**Prefix No. Title Class Lab Clinical Credit**

CTS115 Info Sys Business Concept 3 0 0 3

COM231 Public Speaking 3 0 0 3

DBA110 Database Concepts 2 3 0 3

SEC289 Security Capstone Project 1 4 0 3

Major Elective 2 0 0 2

Social/Behavioral Science Elective 3 0 0 3

Totals 14 7 0 17**TOTAL REQUIRED CREDITS...65**

Work Based Learning Option: Qualified students may elect to take up to two (2) credit hours of Work Based Learning in lieu of a Major elective provided they acquire approval from the Co-op/Work Based Learning Coordinator and the Department Chairperson.

B. State the specific student learning outcomes and graduation competencies of the program. Describe them in measurable terms including discussion of the department approved metrics/rubrics used to assess those competencies. Include references to the program's general education outcomes and career-related skills. For example, link program outcomes to the approved FTCC General Education Competencies located on the College's Human Resources, Workforce Development and Institutional Effectiveness website.

Student Learning Outcome One: Effective Communication

Students will be assessed in SEC 210 (Intrusion Detection) by submitting a technical writing document explaining how to set up an IDS (Intrusion Detection System) using Snort (open-source software IDS). Student assessment will take place using a technical writing rubric (available in Weave Online).

FTCC General Education/Core Curriculum Associations:

Communicate effectively using the conventions of American Standard English in professional and academic environments.

Measures:**Effective Communication**

WHAT: Evidence of effective communication skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on an oral presentation assignment detailing an IDS (Intrusion Detection System)

installation using open-source software

HOW: Students will be scored against an oral communications rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and

the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Presentation, either individual or group

Target:

Students will score at least a 3/5 as demonstrated by the oral communications rubric.

Student Learning Outcome Two: Critical Thinking

The technical document submitted in SEC 210 must detail all of the steps involved in successfully installing, configuring, and monitoring the IDS, including troubleshooting the system when it fails to work properly. Students are evaluated using a critical thinking rubric (available in Weave Online)

FTCC General Education/Core Curriculum Associations:

Use critical thinking to analyze problems and make logical decisions.

Measures

Critical Thinking

WHAT: Evidence of critical thinking skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on a technical writing document outlining critical thinking skills required to effectively install and troubleshoot an IDS (Intrusion Detection System) using the open source software program Snort.

HOW: Students will be scored against a critical thinking rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair and the results will be averaged.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Students will score at least a 3/5 as demonstrated by the critical thinking document.

Student Learning Outcome Three: Cultural Awareness and Globalization

In the Security Capstone project course, (SEC 289), students will be evaluated on their consideration of cultural issues when presenting the final project paper and presentation. Examples include color schemes, wording and language considerations, and gender issues.

Associations:

FTCC General Education/Core Curriculum Associations

Demonstrate socialization skills that support cultural awareness and a global perspective.

Measures

Cultural Awareness and Globalization

WHAT: Evidence of cultural awareness and globalization issues by students in the SEC 289 (Security Capstone Project) course

WHY: To determine awareness and knowledge of inter-cultural issues and competencies in globalization issues as related to information systems security

HOW: Students will be scored against an inter-cultural knowledge and competence rubric and must discuss rationale behind color and wording decisions made during the planning/implementation process.

WHEN: At the end of the spring semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Students must achieve a graded score of at least 3 out of 4 on the inter-cultural knowledge and competence rubric.

Student Learning Outcome Four: Demonstrate quantitative competencies

Students in the Information Systems Security degree program must demonstrate quantitative competencies by successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC evaluators):

1. MAT 161-College Algebra (or higher-level MAT or equivalent)
2. CTI 110 - Web, Programming & Database Foundations (or equivalent)
3. CIS 115-Introduction to Programming and Logic (or equivalent)

FTCC General Education/Core Curriculum Associations

Demonstrate quantitative competencies.

Measures

Demonstrate Quantitative Competencies

WHAT: Evidence of quantitative competency by students graduating from the Information Systems Security program.

WHY: To determine qualitative competency

HOW: By successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC

evaluators): 1. MAT 161-College Algebra (or higher-level MAT or equivalent) 2. CTI 110 - Web, Programming & Database Foundations (or equivalent) 3. CIS 115-Introduction to Programming and Logic (or equivalent). A passing grade in the above named courses demonstrates quantitative competency.

WHEN: At graduation or program completion.

WHO: This measure will be evidenced by a formal evaluation by the Information Systems Security Department Chair of the student program evaluation

Source of Evidence: Academic direct measure of learning - other

Target:

All ISS graduates will successfully complete one of the above-mentioned courses to demonstrate quantitative competencies.

Student Learning Outcome Five: Demonstrate computer literacy

Students will be able to effectively conduct research and exhibit competency with technology, in particular, the use of SQL databases (SEC 210), word-processing software (all SEC courses) and presentation software (SEC 150, SEC 210, SEC 289). Students will also use Microsoft Visio in SEC 289 project presentations to demonstrate the ability to diagram a network topology.

FTCC General Education/Core Curriculum Associations

Demonstrate computer literacy.

Measure: Demonstrate computer literacy

WHAT: Successful completion of Microsoft Visio network diagrams by students in the SEC 289 (Security Capstone Project) course.

WHY: To demonstrate computer literacy and competency

HOW: The network diagram will be evaluated as a component of the final project score totaling 40% of the final project grade.

WHEN: At the end of the spring semester during final project presentations

WHO: This assessment will be conducted by the course instructor

Source of Evidence: Capstone course assignments measuring mastery

Target:

All students in the SEC 289 capstone project course will implement a network diagram using Microsoft Visio (or similar, open-source program). This portion of the final project will count towards 40% of the final project grade.

C. How does the curriculum ensure that it is and/or remains relevant to students in the 21st century and the expected challenges and opportunities they will face upon graduation?

The Information Systems Security program ensures relevancy in a number of ways. First, faculty in the ISS program maintains currency in industry certifications, such as CompTIA Security+, EC-Council Certified Ethical Hacker (CEH), Cisco CCNA and CCNA Security, and ISC² SSCP and CISSP certification. The ISS department chair is a recognized CompTIA Subject Matter Expert in the Security+, Network+, and Server+ areas. She is also a member of the CompTIA SME Advisory Committee, and an appointed member of the CompTIA CE (Continuing Education) renewal panel.

Second, the ISS program has an outstanding advisory committee made up of members of the local security community, including members who work in the information assurance community at Fort Bragg. These members of the advisory committee are in regular contact with the department chair via direct contact, email, and the LinkedIn community.

Third, the ISS program enjoys a great relationship with its alumni, and, as a result, maintains a very active group on LinkedIn that includes job postings, articles, community support, and professional development opportunities for members.

D. Describe the methods (formal and/or informal) used to ensure continued program currency. How the faculty is involved in the process to maintain program currency? How is the program advisory committee involved? How have outside consultants been used?

The methods used to maintain program currency are varied and include the following:

Updates to student educational plan as required by NCCCS CRC memorandums. When these updates are issued by the CRC, the changes are discussed with adjunct faculty to obtain their input and ideas.

Regular and frequent contact with the ISS Advisory Committee via email and in-person meetings. The ISS Advisory committee also keeps in contact via updates and timely discussions on the LinkedIn network.

In addition, input is obtained from the Cisco Networking Academy regional academy at Stanly Community College. Stanly CC has been a leader in the CNAP since the inception of the program. Kelly Caudle, the CNAP academy lead at Stanly CC, provides regular updates to the CNAP, as well as opportunities for professional development for both full-time and adjunct faculty at a low cost.

E. What changes have been made to the curriculum program of study during the past three years? Why were these changes made? Did the changes result in anticipated outcomes originally driving the change?

During the past three years, the curriculum has been updated on numerous occasions.

In the 2010-2011 year, the curriculum was updated to adhere to FTCC updates for the ACA program, removing the requirement for ACA 111 or 115, and adding ACA elective as the ACA option. This change allowed students to choose from several different ACA options in an attempt to improve success rates in subsequent college-level courses. There were no discernable rates of improvement as a result of this change.

In the 2011-2012 year, the curriculum was updated as a result of an NCCCS CRC update memorandum, changing the course descriptions for several courses. This change did not produce any discernable changes in the program outcomes.

In the 2012-2013 year, the curriculum was again updated as a result of an NCCCS CRC update, again, producing no discernable changes in the program outcomes.

Most recently, in the 2013-2014 year, two major updates were made to the curriculum. First, the total number of hours required for degree completion was reduced from 70 to 65. This change was made in an attempt to increase the number of completers for the degree program. It is too soon to know if this change will have a significant impact on the number of degree completers. The second change to the curriculum during this time period was the increase in the number of lab hours (and decrease in the number of class hours) for the SEC 110 (Security Concepts) course. This change was made as a result of an NCCCS CRC update, and was welcomed by all faculty members in the ISS program. When the curriculum improvement project (CIP) was completed in 2002, the SEC 110 course was the only core course that was not approved for at least two hours of lecture; instead, the course was designed as a pure-lecture course. This change allowed a split between the lecture and lab portion, thereby increasing student interest and relevancy for the course work.

F. What curriculum changes are currently being considered? Why?

At present, there is a major curriculum change being considered. In addition to the current Information Systems Security degree, an associate degree in Computer Technology Integration (CIT) Cyber Security has been researched and proposed. This change would allow a more concentrated focus on the area of Cyber Security, which has been wished-for by both the ISS Advisory Committee and the network security community. Cyber Security in general encompasses a more narrow skill subset for graduates of the program, and also lends itself well to generating more focused certificates in areas such as Ethical Hacking, Intrusion Detection, and Cryptography, just to name a few.

It is anticipated that as a result of this change, more students will complete “stacked” certificates in addition to the associate degree. This will result in a more focused skill set for students who do not necessarily need to complete an entire associate degree, and will allow students to have the ability to tailor their education to more adequately meet the needs of employers.

G. List members of the program's advisory committee (if one exists). Include names, titles, and backgrounds, how long members have served, and any criteria used by the program leadership to select members.

ISS Advisory Committee members are selected based on their willingness to serve and their past, future, or current ability to assist the ISS Department Chair in making curriculum changes and updates to ensure employability of graduates.

At present, the ISS Advisory Committee consists of the following members:

Paul Perry (Chair)---length of service: 4 years
Information Assurance Manager, CISM CISSP CRISC CCNA
United States Army Special Operation Command
G6 Plans/IA

Jewel E. Gullledge--length of service: 2 years
Cybersecurity Incident Manager
Information Assurance\Cybersecurity Division
Fort Bragg, NC

Connie Ivey--length of service: less than 1 year
Coordinator of Institutional Research
Previous Assistant Vice President of Information Technology
Robeson Community College
Lumberton, NC

H. How often does the advisory committee meet? Describe how active the committee is as issues are discussed related to the program. Identify how meetings are conducted and how recommendations are put forward for consideration of approval. Attach a copy of the last advisory committee meeting minutes as supporting documentation.

The ISS Advisory committee has ongoing meetings and discussions via the LinkedIn platform and via email. In addition, the committee meets face-to-face at least once a year (more frequently if needed) to discuss updates and potential curriculum changes.

Recommendations and suggestions from the ISS Advisory Committee are put forth for discussion and approval either through email or through a formal meeting process.

The latest ISS Advisory Committee meeting minutes are attached as Addendum A in this document.

I. What specific issues or concerns have been addressed by the advisory committee during the past three years? Describe any activities the department has used over the last 3 years suggested by the committee related to keeping the curriculum current. Relate how effective the committee is at communicating its concerns and how the advisory committee's effectiveness might be improved.

The major issues and concerns addressed by the advisory committee have been as follows:

1. Concern over the reduction of overall credit hours in the Information Systems Security program. The committee was concerned that by reducing the hours in the program that students would not receive the skills necessary to be effective in the job market. These concerns were addressed in the advisory committee meeting held in December 2013. The committee was informed that the hours were forced to be cut in all programs campus-wide in order to have more program completers, which was an NCCCS funding issue. The committee was ensured that the reduction of hours would have a negligible impact on the skills of graduates, as the NET 225/226 courses were simply moved to the elective list on the student educational plan. (In particular, NET 225 was moved to the elective list and NET 226 was removed; however, it was determined that students would indeed complete both courses in order to a) obtain the Networking Technology Cisco Certificate and b) obtain another AAS degree in Networking Technology).
2. Issue of adding Attack Methodology (SEC 230) to the new Computer Technology Integration Cyber Security track. The committee was severely concerned when this course was initially removed from the Information Systems Security AAS degree as a result of an NCCCS Curriculum Improvement Project (CIP). The committee was assured that the ISS department chair would add SEC 230 to the CTI Cyber Security track. These proposed changes are working their way through the FTCC system at this writing.

In general, the advisory committee is very effective at communicating its concerns, and keeps in constant contact with the ISS department chair through regular emails and through the use of the LinkedIn professional networking platform. The overall effectiveness of the advisory committee might be improved by having quarterly in-person meetings; however, the nature of the work of the members is often prohibitive to having in-person meetings, as some members (the advisory committee chair, Paul Perry in particular) travel frequently to Washington DC as part of their job requirements.

X-3.3 Faculty

(Self-Study Team's assessment)

- A. For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members.

Information Systems Security Core Courses by Section

	2009FA	2010SP	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
NOS-120	1	2	*	1	2	*	1	2	*	2	2	*	1
NOS-220	**	**	1	**	**	2	1	1	2	1	1	2	1
SEC-110	4	2	***	5	3	1	5	3	1	7	3	1	7
SEC-150	****	1	****	****	1	****	****	1	****	****	1	****	****
SEC-160	*****	*****	1	*****	*****	1	*****	*****	1	*****	*****	1	*****
SEC-191	*****	*****	*****	*****	*****	*****	*****	*****	*****	1	**	**	**
SEC-210	*****	*****	*****	1	*****	*****	1	*****	*****	1	*****	*****	1
SEC-220	1	*****	*****	1	*****	*****	1	*****	*****	1	*****	*****	1
SEC-289	****	1	****	****	1	****	****	1	****	****	1	****	****

*Course only offered during the Fall and Spring terms.

**Course offered based upon course sequencing and student education plans.

***Course offered based upon instructor availability and student demand.

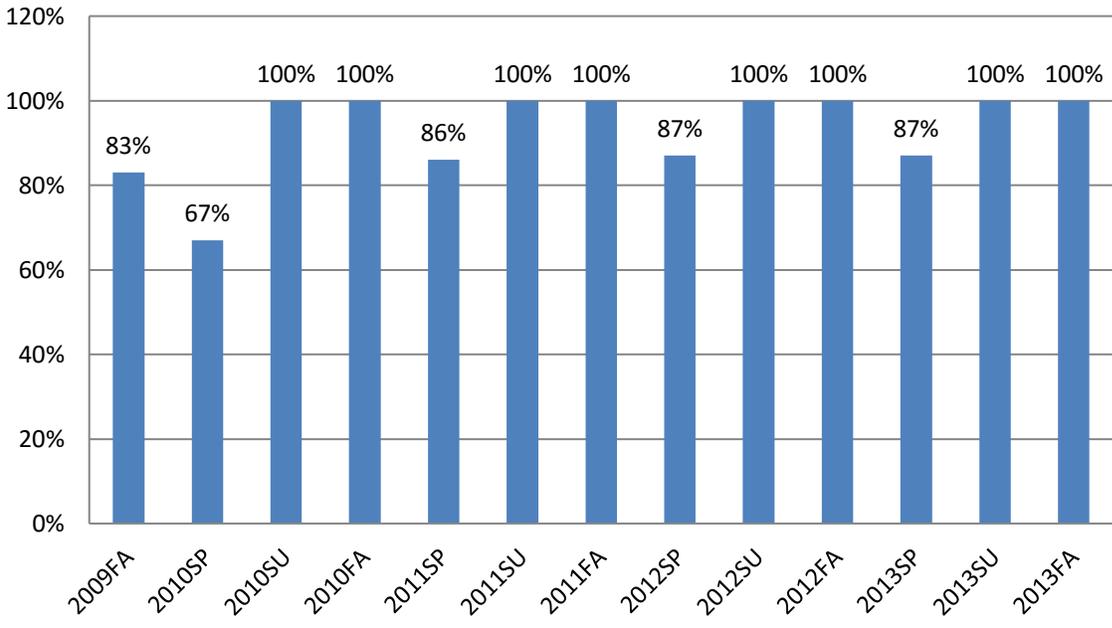
****Course only offered during the Spring term.

*****Course only offered during the Summer semester.

*****Course not yet added to Information Systems Security Core Curriculum.

*****Course only offered during the Fall term.

Percentage of Information Systems Security Core Courses Taught By Full-Time Instructors (Fall 2009-Fall 2013)



The section and faculty data requested is listed in the above chart and table.

B. Define the criteria used to determine faculty qualification to teach in the program. List any degree requirements, as well as relevant certification, licensure, and experience used to evaluate candidates during the hiring process.

Faculty in the ISS department are required to maintain currency in industry certifications. The minimum requirement for SEC courses is an AAS degree in Information Systems Security or a related field such as Networking Technology. Ideally, faculty should have industry-related experience in addition to the educational requirements.

C. Are all faculty (full-time and part-time) appropriately credentialed and qualified to teach in the program? Please explain and provide a list of faculty (including their rank, length of service, highest degree, areas of specialization, and relevant experience).

At present, the department chair is the only full-time faculty member in ISS.

Jewel Tenette Prevatte

Department Chair-Information Systems Security

FTCC years of service: 8

NCCCS years of service: 17

MBA-Campbell University

18 Graduate Semester Hours-Computer Science-UNC-Pembroke

2 Graduate Semester Hours-Information Technology-Radford University

Specializations:

Linux administration, Virtualization and Cloud emerging technologies, Ethical Hacking, Cisco Networking CCNA and CCNA Security

Industry Certifications:

CompTIA A+, Certified Ethical Hacker, CompTIA Cloud+, CompTIA Linux+, CompTIA Mobility+, CompTIA Network+, CompTIA Security+, CompTIA CASP (Advanced Security Practitioner), Microsoft Certified Application Specialist (Master Level, Office 2007), Microsoft Certified Application Specialist (Access 2010), Microsoft Certified Professional, Microsoft Certified Systems Administrator (Windows 2000), Microsoft Certified Systems Engineer (Windows NT 4), Certified Novell Administrator, Cisco Certified Network Associate, Cisco Certified Academy Instructor, CCNA Security, Red Hat Certified Technician (RHEL4), and Red Hat Certified Systems Administrator (RHCSA) in RHEL5.

There are currently two adjuncts teaching courses in the Information Systems Security curriculum, specifically SEC 110 (Security Concepts). Their qualifications are as follows:

Jewel E. Gulledge-one semester teaching experience at FTCC, credentials: Security+ certified, CEH (Certified Ethical Hacker), AAS Degree (FTCC) Information Systems Security, BS Degree candidate (Campbell University) Information Systems Security. Full-time industry experience as a Cyber Security Incident Manager at Fort Bragg.

Daniel Fullerton-two years teaching experience at FTCC, credentials: Security+ certified, AAS Degree in Networking Technology (FTCC). Full-time industry experience as a Senior Network Technician at FTCC.

D. Are all faculty, including adjuncts, evaluated on a periodic basis? If so, what is the schedule for the process? Is the program up-to-date on the completion of faculty evaluation? Why or why not? What have been the general findings of the evaluations?

The ISS full-time and adjunct faculty are evaluated each spring semester. The ISS program is up-to-date on faculty evaluations. In general, the evaluations for each faculty member are favorable.

In addition, all online courses are evaluated each semester prior to the beginning of classes, as well as formally reviewed during the semester. This process is also up-to-date, including the current semester.

E. Describe full-time faculty participation in professional development opportunities. Explain how professional development contributes to the overall effectiveness of the program. Provide a list of faculty and their professional development experiences for the past three (3) years.

The department chair for Information Systems Security participates in professional development on an ongoing basis. Several times a year, she travels to CompTIA headquarters in Downers Grove, IL, to act as a subject matter expert for the Security+, Network+, and Server+ certification exams. As part of this process, most of which is protected by a non-disclosure agreement, the exam objectives are revised to reflect the most current job requirements for entry-level technicians in the fields of network security, networking in general, and server operating systems. This ensures currency in the fields in which she teaches and advises students. In addition, she also participates in on-campus professional development opportunities, as well as attending state and national conferences for computer information technology (NCCIA and CompTIA Educators annual conference).

Professional development for J. Tenette Prevatte, Department Chair, Information Systems Security for the past three (school) years is as follows:

2011-2012 School Year:

Total 136 hours

6/18/11--Network+ Cut Score Workshop-CompTIA Headquarters, Downers Grove, IL
9/12/11--Security+ Item Refresh Workshop-CompTIA Headquarters, Downers Grove, IL
2/3/12-Cengage Professional Development Day-FTCC
3/22/11-Cisco Networking Academy State Conference-Morehead City, NC
3/23/11-NCCIA Conference-Morehead City, NC
8/20/11-Certified Ethical Hacker Examination Completion-Fayetteville, NC
4/3/11-Cengage Publishing credited review for Lab Manual for Security+, Fayetteville, NC

2012-2013 School Year:

Total 240 hours

2/18/13-Academic Advising and Registration Professional Development Training-FTCC
3/1/13-DDI Training-FTCC
5/16/12-CompTIA CTT+ Essentials Exam completion-Fayetteville, NC
2/13/13-Cengage Professional Development Day presenter-FTCC
11/15/12-FTCC Mini-grant Professional Development Training-FTCC
5/21/12-CompTIA Server+ Item Writing Workshop-CompTIA Headquarters, Downers Grove, IL
3/26/13-Veterans on Campus Professional Development Training-FTCC
8/20/12-CompTIA Network+ Simulation and Item Refresh Workshop, Downers Grove, IL
10/16/12-NCAEOP Facebook workshop Presenter-FTCC
2/6/13-CompTIA Cloud+ Beta Certification Exam Completion-Fayetteville, NC

2013-Present:

Total hours to be determined, completed PD listed below:

7/8/13-CompTIA Security+ Job Task Analysis Workshop, CompTIA Headquarters, Downers Grove IL **(40 hours)**
9/18/13-CompTIA CASP Certification Exam Completion, Fayetteville, NC **(75 hours)**
11/11/13-CompTIA Security+ Cut Score Workshop, CompTIA Headquarters, Downers Grove, IL **(40 hours)**

F. Describe full-time faculty research initiatives, conference or other presentations, and publishing ventures. Explain how faculty research projects contribute to the overall effectiveness of the program. Provide a list of faculty, their research projects, and presentations/publications.

As mentioned in X3.3 E above, the ISS department chair participates in state and national conferences to maintain currency in the subject matter. In addition, during the Cengage (book publisher for most SEC courses) Professional Development Day, hosted at FTCC for the past three years, the ISS department chair has presented sessions related to Facebook Security. This presentation has also been duplicated as an FTCC professional development opportunity, as well as an AEOTP (Association of Educational Office Technology Professionals) presentation.

At present, the ISS department chair is pursuing CISSP (Certified Information Systems Security Professional) certification. This certification, sponsored by ISC² is the industry-recognized leader in the security field. By obtaining this certification, she will be able to both maintain currency in the field and to assist students in obtaining this top-tier industry certification.

X-3.4 Resources and Support Services

(Self-Study Team's assessment)

A. Does the program use labs, unique classroom spaces such as clinical sites, or specialized equipment or supplies? If so, please provide details.

At present, the Information Systems Security program requires the use of VMWare virtualization technology, which has special computer memory and hard drive capacity requirements. There are only two labs on campus that support this technology: ATC 115 and ATC 231. ATC 231 is mainly utilized as the Microsoft Windows single-user and server administration classroom; ATC 115 is mainly utilized as the information systems security Certified Ethical Hacking, Penetration Testing, and Linux single-user and server administration classroom.

In addition, due to the nature of the ethical hacking and penetration testing classes, there is a need for the particular classroom in which the course is presented be segmented from the school network. At present, this is not occurring due to space limitations presented as a result of the Tony Rand Student Center renovations. Due to these renovations, the classroom (ATC 115) is prohibited from being reserved solely for these classes.

B. Are the spaces and supplies mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the resources provided. Please include recommendations for how their provision could be improved.

As mentioned in X-3.4A above, there are currently limitations in meeting the needs of the ISS program. Ideally, classroom ATC 115 would be segmented from the campus network in order to adequately complete the coursework required in these classes.

Hopefully, once renovations of the TRSC are complete, the classroom will be reserved solely for ISS classes. The department chair has strategically scheduled the classes to maximize the use of the classroom, which is equipped with the hardware necessary to complete the coursework, with minimal downtime. Since other non-SEC classes (such as CIS 110) are being taught in this classroom, all of the software required for the course is not able to be installed as a part of the base image for the classroom (examples, the software programs NMap, Nessus, and Wireshark).

At present, some of the coursework in ISS, such as penetration testing, is being performed in an online environment, which is not particularly ideal for student learning of these objectives. As a result, some students are frustrated by the lack of resources and hands-on support for these classes. As mentioned in X-3.4A above, these classes require the use of high-memory and large hard drive capability computers. Not all students have high-performance computer resources in a home environment.

C. Does the program receive support services from the Library, Information Technology, Student Development, or any other offices or departments? Please list the service providers and their contributions to the program. Be sure to include other academic departments that contribute to the success of the program.

The Information Systems Security program receives a great deal of support from the Management Information Systems (MIS) department. Members of the MIS department (Derek Davis, Daniel Fullerton, and Michael Stevens) frequently assist the ISS department chair in maintaining, troubleshooting, and setup of the computer lab. In particular, Michael Stevens is considered as a mission-critical ex facto member of the ISS department. Without Michael's help, the virtualization in the classroom would be extremely difficult to maintain and update. His wealth of knowledge is vital to the success of the courses due to the hardware limitations presented by the coursework.

The Paul H. Thompson library also contributes to the success of the ISS program by providing students access to research materials, including short-term textbook loans and periodicals. Robert Antil has been a great resource at the library, providing numerous opportunities for the ISS department chair to order materials to assist with student success in their research efforts. In addition, the electronic database resources provided by the library are an excellent resource for distance education students in the ISS program.

The Networking Technology and Computer Information Technology program faculty are also vital to the success of the ISS program. Since there is only one full-time faculty member in ISS, several of the full-time faculty in those departments is 'borrowed' for instruction of ISS classes. In particular, Chris Herring (CIT) teaches both SEC 110 and NOS 120 (Linux Single User) classes, and Carlos Bodden (NET) teaches the same courses. The ISS program would have a very limited offering of courses if not for these two individuals.

The FTCC evaluators, in particular Tiffany Finklea and Angela Murray, are extremely supportive of the ISS students. Tiffany Finklea has proven to be an exceptional resource for Veteran students, providing resources and support for prior learning issues, transcript evaluations, and curriculum credit for industry certifications. Angela Murray provides students a reliable resource when experiencing issues with transfer credit.

D. Are the support services mentioned above adequate in meeting the needs of the program and its students? Indicate the strengths and limitations of the services provided. Please include recommendations for how services could be improved.

The support services mentioned above are adequate in meeting the needs of the program and its students; however, there is always room for improvement.

Ideally, should a full-time position be added to the ISS program, the department chair would respectfully request that position be filled by Chris Herring. Since his hire date, he has willingly accepted a great deal of responsibility in teaching introductory-level classes, and has observed some of the upper-level SEC courses, such as SEC 150 (Secure Communications) and SEC 160 (Secure Administration I).

For evaluation and student services issues, a clear outline of how students can best access resources to assist with transfer and prior learning credit would be beneficial to student success and to reduce the level of student frustration with the process. Professional development workshops for faculty to disseminate this information would be most helpful, as at present, the process is not completely transparent to those who require the information.

E. Does the program anticipate needing any non-routine budget allocations during the next three years? If so, please provide details. For example, will more faculty be required based on enrollment projections or will inadequate or outdated equipment or classroom space need to be replaced or improved?

The ISS program, in order to better serve the needs of the local area, needs to have another full-time faculty member. The main reason for this need is in order to offer evening sections of the courses. Many members of the local information technology community have expressed an interest in taking the courses during the evening. Currently, due to teaching load requirements, the department chair (the only full-time faculty member in the department), is only able to offer one section of the upper-level security classes. If evening sections were offered, potential students, most of whom have full-time day jobs, would be able to attend classes to update their skills in the information security area.

Currently, Fayetteville State University (FSU), as part of their Center for Defense and Homeland Security, in conjunction with the University of Maryland Baltimore County (UMBC), are offering two certificate options: Certificate in Cyber Foundations and Certificate in Cyber Security. (see <http://www.uncfsu.edu/cdhs/cybersecurity-academy/certification-training> for more details on this program). These certificate programs are quite costly to the students (\$5295 and \$7995, respectfully). FTCC is missing out on an excellent opportunity to offer the same or similar coursework at a greatly reduced price to the students. The same or similar classes are currently being offered at FTCC during the day or online only.

With an additional full-time faculty in the ISS department, these courses could be offered during the evening hours, thereby increasing FTE as well as providing the local community with cyber skills needed to increase employability of the local population as a whole, and the Veterans of the area in particular.

In addition, as a result, if more courses are offered, more classroom resources will need to be made available in order to successfully teach the courses.

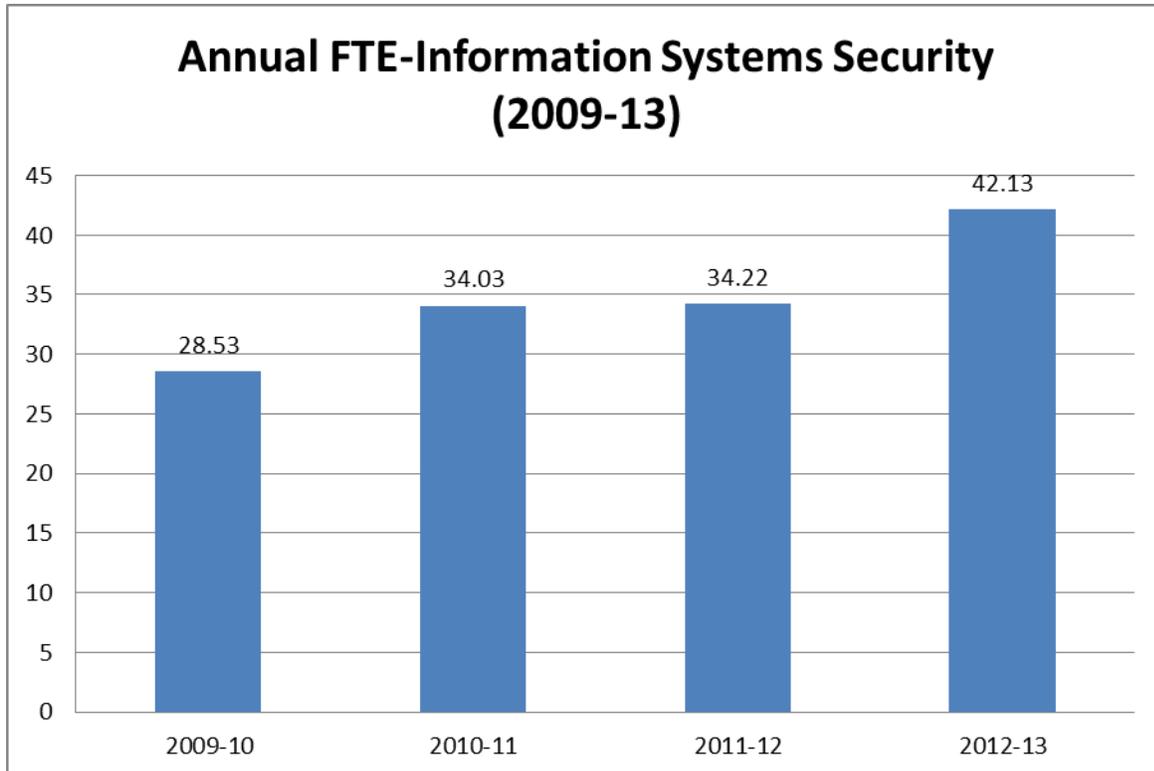
F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.

The Information Systems Security department has interacted with the FTCC Grants department on several occasions over the past three years. The department chair attended a professional development workshop in 2012 when the full-time grant writer was hired. At that meeting, the ISS department chair and the WEB department chair spoke with the grant writer to determine if any grants were available for those areas. As a result of that meeting, it was determined that there were no grants available for the curriculum area; only for the continuing education area due to the nature of the grants (they were available for a quick turnaround of student interaction and would not be appropriate over a 2-year program).

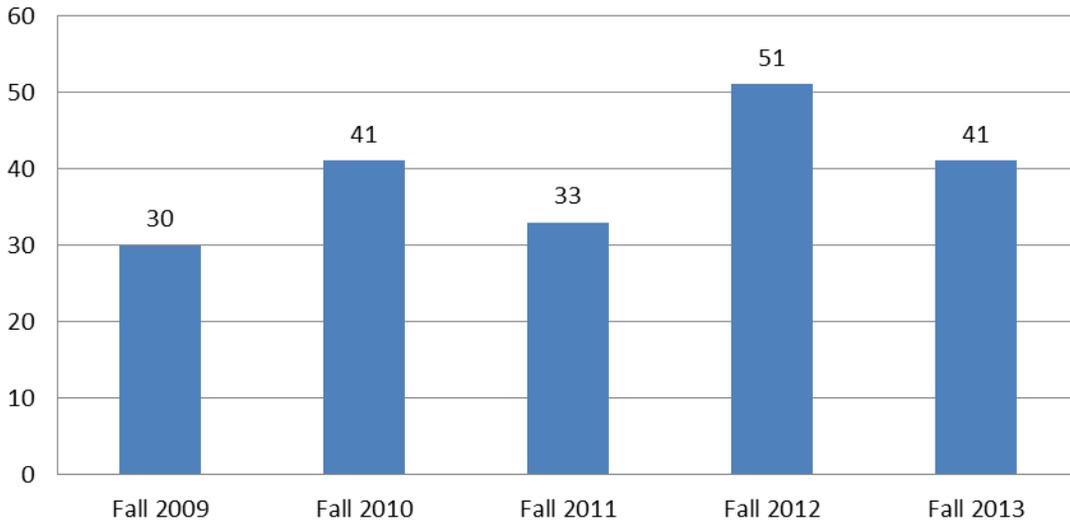
Earlier this year (2014), the ISS department chair met with Wendy Hustwit to discuss current grant opportunities for the department. The results were similar to the 2012 meeting; however, the ISS department chair was able to assist Ms. Hustwit with a contact at CompTIA to provide resources for an ongoing grant with the continuing education division for a Veteran back-to-work program. In addition, the ISS department chair and Ms. Hustwit agreed to keep each other abreast of developments in both areas that could be mutually beneficial. Ms. Hustwit and the ISS department chair have also connected on LinkedIn to ensure continuing contact.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment

- A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?



Information Systems Security Enrollment by Fall Term (2009-13)



The total FTE in the ISS program has increased as a result of two factors: More class offerings of the introductory security course (SEC 110) online, and an increase in the overall number of students who are double-majoring in Information Systems Security and Networking Technology.

More class offerings of SEC 110 were possible due to the hiring of more qualified adjunct instructors. More students chose to double-major in ISS and NT due to an increase in recruitment efforts by the ISS department chair, as well as efforts by full-time and adjunct instructors with current students. Students were made aware of the low number of courses needed to be completed in order to obtain two AAS degrees. At present, there are only few courses difference between the ISS and NT degrees:

From ISS to NT (depending on electives)	From NT to ISS (depending on electives)
CTS 120	NET 226
CTS 220	SEC 160
NOS 230	SEC 210
NET 289	SEC 220
	SEC 289

B. Identify the program’s primary competitors. Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to distinguish the program from competing programs (e.g., faculty credentials, unique course offerings, work-based or other innovative learning opportunities, and so on)? In what ways does the program faculty work with the admissions staff to recruit students for the program?

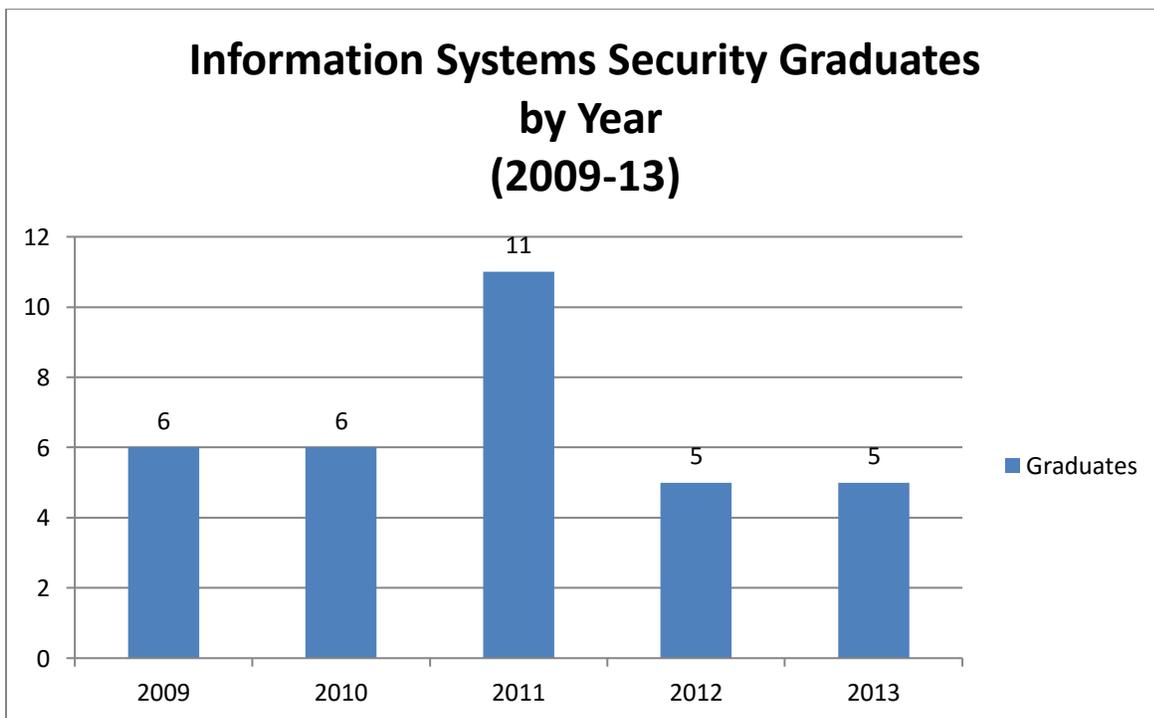
As mentioned in X-3.4E above, one of the program’s primary competitors is the Cyber Academy offerings at FSU. Other competitors include local “Boot Camp” offerings at InovaTech (see http://www.inovatech.edu/?page_id=173 for program details). In addition, as a result of this self-study, it was determined that InovaTech offers a complete degree program online: Diploma Program in Information Systems Administration (see http://www.inovatech.edu/?page_id=286 for details of this program). Both of these competitors are quite costly to students. Other competitors include the other community colleges in close proximity to FTCC, including Central Carolina Community College in Sanford, Sandhills Community College in Pinehurst, and Wake Technical Community College in Raleigh. Other community colleges in the area do not offer the full ISS AAS degree; only the basic introductory security course (SEC 110). An additional competitor to the ISS program is the FTCC Continuing Education programs that offer certification training. At present, these program offerings are limited to basic industry certifications, such as CompTIA Security+. An advantage of the ISS degree is the opportunity for students to obtain higher-level industry certifications such as the CEH and CCNA Security certification exams.

Marketing efforts for the ISS program are currently limited to open houses for high school students, high school career days, and FTCC open house evenings. The ISS department will coordinate with the FTCC Marketing and Public Relations office to ascertain more methods of effective promotion and advertising of the program.

As a result of this self-study, it was determined that the department chair for ISS did not work closely enough with the FTCC Admissions department to determine methods for increasing recruitment to the program. It is suggested that information about the program be disseminated to all stakeholders in admissions in order to more effectively communicate the advantages and distinctions of the ISS department. This could be accomplished by professional development workshops or face-to-face meetings with the admissions department as a whole.

One of the things that make the ISS program at FTCC distinguishable from the programs mentioned above is its superbly qualified full-time and adjunct faculty. Another major distinction for the ISS program is its low overall cost. Even if students are not interested in obtaining an AAS degree, and are only interested in opportunities for professional enrichment and continuing education, the low cost of tuition makes the ISS program a very attractive alternative to the boot camp-style courses offered at other institutions.

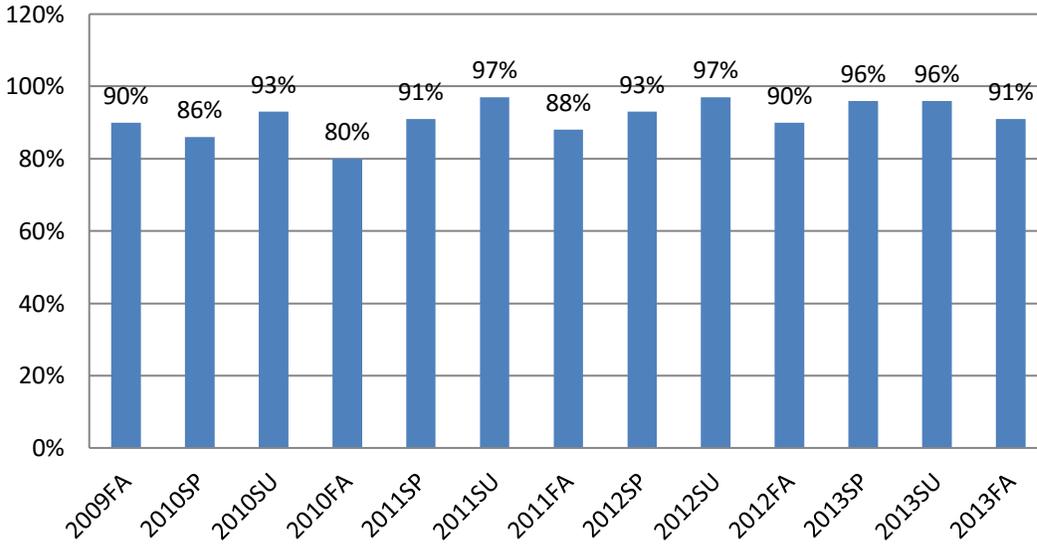
B. Provide the number of students who graduated with a major or minor from the program in the past three years.



Data requested is provided in the chart above.

D. Does the program have a retention plan? If so, please describe retention efforts. List all instructors with their retention rates for the past 3 Semesters. What efforts are made to address faculty members with a retention rate that is less than the program's overall retention rate and the overall FTCC retention rate? What efforts are made to capitalize on the successes of those instructors with a retention rate higher than the Program retention rate?

Average Information Systems Security Course Retention Rate By Term (Fall 2009-Fall 2013)



Information Systems Security Student Retention Rates by Instructor

	2009FA	2010SP	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Prevatte, Jewell T.	90%	96%	93%	81%	98%	94%	78%	96%	94%	89%	97%	93%	84%
Buckingham, Avaavau T.	83%	65%	*	*	79%	*	*	78%	*	*	93%	*	*
Johnson, Valerie Y.	100%	*	*	*	*	*	*	*	*	*	*	*	*
Bodden, Carlos G.	**	**	**	78%	81%	*	93%	91%	*	84%	91%	*	*
Thomas, Roseann A.	*	*	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Fullerton, Daniel J.	*	*	*	*	*	*	100%	*	*	82%	*	*	100%
Herring, Christopher N.	**	**	**	**	**	**	**	*	*	100%	96%	*	93%
Cameron, Anthony	*	*	*	*	*	*	*	*	*	89%	*	*	*
Webb, Jack H.	**	**	**	**	**	**	**	**	**	**	**	**	93%

*Did not teach core course

**Not yet hired

The ISS program does not have a formal, written retention plan; however, the department chair meets prior to the start of each semester with adjunct faculty to discuss the importance of retention, as well as tips for maintaining student retention and engagement in SEC courses. In particular, past successful strategies have included the following:

Maintaining an up-to-date attendance roster, including “attendance” through participation in online courses. Weekly discussion boards are designed to maximize student interaction with both the instructor and classmates.

Ensuring that students are actively engaged in the class from day one in both online and face-to-face sections of the courses by providing timely announcements and references to current topics. In the world of information security, changes and updates happen on a daily, if not hourly basis. By communicating these changes to students, they become active stakeholders in the courses.

Engaging and interacting with students via email and/or telephone calls if attendance or course participation becomes an issue. By communicating in this manner, students tend to feel more engaged and less likely to drop a course.

E. Does the program lead to certification or licensure exams? If so, please list the exams. (Rates will be provided by the Data Management Technician for Reports in the office of the Director of Institutional Effectiveness at time the program review is released). What were the pass rates of graduates for the past three years? (Rates will be provided by the Data Management Technician for Reports in the Office of the Director of Institutional Effectiveness at time the program review is released).

The ISS program does not lead to certification or licensure exams.

F. If the program prepares students for the labor force, provide an overview of the relevant local, state and national job market. Include potential careers and whether job growth is expected in those areas. Address how program outcomes relate to the skills employers seek in those areas.

The Information Systems Security program prepares students for the labor force in the following areas:

Defense and Security (Garner 2012 report)--this field has experienced an increase in job rate of approximately 11% over the past five years. Trends indicate continued increases in this job market for the local area.

Information Technology (Garner 2012 report)--this field has experienced a decrease in job openings of approximately 250 jobs over the past five years. Trends indicate continued decreases in this job market for the local area.

More specifically, with the job creations at Fort Bragg as a result of the BRAC there have been increasing trends in the Cyber Security field in general. Most of the increases in positions are the result of increases in defense contractor spending and job placement.

G. What is the process for assessing student outcomes and competencies (e.g., student portfolios, written or verbal comprehensive exams, senior or master's theses, review by faculty panel, or capstone projects)? Attach any relevant assessment templates.

The process for assessing student outcomes in the ISS curriculum is detailed in the assessment measures and findings in Weave online. Specifically, assessment details provided in Addendum C of this document. The rubrics used to evaluate these competencies are provided as Addendums D and E (Critical Thinking Rubric and Presentation Rubric).

H. Detail the last formal assessment plan completed by the program. Summarize the results. With the goal of improving student learning outcomes, what changes to the program are/were suggested after analysis of the data outcomes, findings and action planning related to the assessment? How are these improvements being implemented? Please indicate how much progress has been made and what needs further attention.

Tip: Some potential changes are different program admission requirements, incorporating internships or work-based learning experiences, varying instructional methods, enhancing student assessment strategies, integrating technology, better coordinating faculty efforts, and seeking external program accreditation.

The 2012-2013 assessment plan results are summarized below (all measurable desired outcomes were met):

Goal One, Effective Critical Thinking:

70% of the students can accurately apply the principle of critical thought as evidenced by the rubric.

In the security capstone project class (SEC 289), students complete projects throughout the semester. At the end of the semester, students were required to formulate a presentation detailing their favorite project during the semester. Students were scored on the Critical Thinking Rubric. Of the twelve (12) students in the course, all of the students who completed the final presentation scored at an acceptable level (3 of 5) or above. The median score was 4.2, the highest score was 5.0, and the lowest score was 3.8.

Goal Two, Effective Oral Communications:

Using the rubric, 80% of students passing the course will score 28 points or more.

At the end of the semester, students were required to formulate a presentation detailing their favorite project during the semester. Students were scored on the Oral Communications Rubric. Of the twelve (12) students in the course, all of the students who completed a final presentation (12 students) scored at an acceptable level (28 points) or above. The median score was 32, with the highest score being 36, and the lowest score a 31.

Goal Three, Show evidence of computer applications skills:

81%, or 43 out of 53 students in the CTS curriculum who pass CIS 110 with a grade of 77 or higher, scored an average of 80 or better on SAM project assignments. The average score was 89.03.

Goal Four, Incorporate Cultural Awareness in Capstone Project:

During the 2013 spring capstone course final, students were evaluated using an updated rubric. The updated rubric included an item for Global Awareness with a scale of 0-4. Out of the twelve (12) students in the course, all twelve (12) scored at or above a 3/4 on the rubric.

As a result of the assessment process, it was determined that students needed to have opportunities to present and practice their oral communications skills. This resulted in required presentations in two other SEC courses: SEC 150 (Secure Communications) and SEC 210 (Intrusion Detection). As one of the goals was deemed to be redundant (Goal Three: Show Evidence of Computer Application skills), another, different objective was added to be evaluated in the 2013-2014 assessment cycle (Demonstrate Quantitative Competencies). This objective more closely aligns to the FTCC goals and objectives, and evidence of computer application skills target had been met for the four previous assessment cycles, indicating that this outcome was becoming out-of-date and redundant for computer-related majors.

X-3.6 Constituency Satisfaction

(Self-Study Team's assessment)

A. What inquiries have been taken in the past three (3) years to determine the level of satisfaction from current students, alumnae, employers, and other relevant groups? Describe the data collected by the program and how it relates to issues such as learning outcomes, employability, and preparation for life after college.

During the past three years, the office of Institutional Effectiveness has queried students, alumni, and employers to gauge their satisfaction with the ISS program. Analysis of the data indicates high levels of graduate and student certification with the program, with results of 90% or better in all categories. Employers surveyed express a very high level of satisfaction with FTCC ISS graduates.

One item that is of particular concern to the ISS department chair is the area of number of students or graduates responding to the office of Institutional Effectiveness surveys. Efforts are underway with potential graduates in this class (2014) to ensure that they complete the surveys upon graduation. The urgency of this request has been communicated to all students in the Security Capstone Project course for responses during this cycle. By ensuring that more students respond to the survey, more measurable outcomes can be determined, thereby assuring that more quality data can be analyzed.

B. What were the results of these inquiries based upon the faculty review and analysis of the reported data? Please attach any relevant reports, survey analysis instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction? (Note: The Director of Institutional Effectiveness will provide available trend charts related to job placement rates, employer surveys, graduate surveys, current student surveys and related at the time the program review is released).

Based on faculty review and analysis of the reported constituency satisfaction, several determinations were made:

The decrease in the perceived overall quality of the program can be directly attributed to the lack of adequate lab space to teach the higher-level security courses. At present, the ISS program lacks adequate lab space to isolate the security lab from the campus network. This is paramount to obtaining skills necessary to perform job tasks in the real world. A timely example of the skills needed would be the recent vulnerability and exploitation of the Microsoft Windows Internet Explorer program. If provided adequate classroom resources and computer segmentation, students could delve more deeply into the origins and vulnerabilities in this application, granting them the ability to prevent future occurrences of similar vulnerabilities.

The overall student satisfaction in core competencies at FTCC is 100%. This indicates that all faculty stakeholders are fully engaged in assisting students in obtaining their degree programs.

The lack of response to the employer survey(s) is quite disturbing. As the ISS department chair is not directly involved with the dissemination and compilation of survey data, the department chair became aware that this was an issue as a result of the self-study process. It appears as if

there is a communication problem with either the survey instrument itself, or the approach used by Institutional Research to obtain measurable data for the program. If possible, the Institutional Research departments should follow-up with employers to ensure that the survey is completed in a timely manner; or, if no responses are forthcoming, determine how to best survey the employer constituency. The department chair would respectfully request to be made aware of lack of participation by ANY of the stakeholders in the process in order to address any deficiencies.

X-3.7 Appraisal and Direction for the Future

A. What are the projected enrollments for this program for the next three years?

Enrollments for the next three years in the Information Systems Security are projected to at a minimum, remain constant, and optimistically increase. With the addition of the Computer Integration Technology-Cyber Security Track, if approved, enrollments are expected to increase sharply. This new track will provide more modular options for students, enabling them to 'stack' certificates in several areas in Computer Technology Integration, such as Networking, Virtualization, and Linux operating systems.

B. Are there opportunities to expand this program (e.g., increase enrollments, add new concentrations, offer distance-learning courses, or increase assistance to graduates of the program with job placement support during program attendance and after graduation)? Please explain. What resources would be required to expand the program successfully?

There are numerous opportunities to expand the ISS program; in particular, the addition of the CIT-Cyber Security track would provide students with more opportunities to increase their knowledge in the area of Attack Methodology, a skill that employers are finding ever more useful in today's network security environment. Another opportunity exists in the area of funding for another full-time position so that these classes and tracks can be offered during the evening time slots. At present, with only one full-time faculty member with a full teaching load, the program is unable to offer classes in the evening. With the addition of the CIT-Cyber Security track, and an additional qualified full-time faculty member, specific concentrations in Ethical Hacking, Linux Administration, Virtualization, and Cisco CCNA Security could be offered.

C. As you reflect on this program review, how would you describe the current health and vitality of the program? What are its strengths? What are some untapped opportunities? Are you optimistic about its future? Why?

At present, the ISS program is experiencing approximately 70% of its potential. As mentioned in B above, the program could operate at a higher level and provide more graduates and successful members of the workforce by offering evening sections of the most popular and sought-after job skill areas such as Ethical Hacking and Virtualization. As stated in Addendum G of this document, faculty and advisory committee members have expressed concern regarding keeping abreast of the most current technology trends and developments.

The ISS department chair is quite optimistic regarding the future of the program, especially in light of the proposed CTI/Cyber Security track certificate and degree options. This new area promises the ability to integrate the latest application and network hardware into courses in a modular fashion, allowing students to 'stack' certificates in emerging technologies.

D. As you reflect on the assessment of student learning outcomes, measures of constituency satisfaction, deliberations of faculty or advisory committees, or any other indicators of program efficiency and effectiveness, what areas require the most immediate attention? What are the program's existing weaknesses and possible threats? Please explain.

The areas requiring the most immediate attention for the ISS program would be prioritized as follows:

Desperate, immediate need for a dedicated lab area in order to teach the latest technology. As it now stands, the ISS classes share lab space with introductory-level computer classes, such as CIS 110 and CTS 115. As a result, specialized software needed for the SEC classes cannot be installed. In addition, some of the software and hardware used for the SEC classes could be considered a threat to the internal campus network; therefore, the SEC lab needs to be isolated from the campus network. The ISS department chair has consulted with MIS staff to determine how this could be done at the least cost with minimal disruption, and has established an action plan that can be put into place within 24 hours.

Need for an additional qualified full-time faculty member in the ISS department in order to provide customer service to a potential constituency of evening students with a desire to increase and/or maintain currency in the field of information, network, and cyber security. Addendum H at the end of this document details several Internet links detailing the need for a qualified cyber security workforce.

Need for recruitment and retention of qualified advisory committee members reflective of the industry workforce with willingness to serve. In particular, there is a need to obtain qualified female advisory committee members to greater represent this key demographic as well as to better recruit and maintain female students in the curriculum.

E. What specific initiatives are planned as a result of this program review? How will the program take advantage of the strengths and opportunities and also redress weaknesses and threats?

Specific initiatives planned as a result of this program review are as follows:

Ascertain and attempt to acquire funding for an additional full-time faculty member in order to better serve workforce needs of producing qualified cyber security experts at a low cost to the students. The addition of a full-time faculty member will enable specialized courses to be taught during the evening hours, better serving the needs of the community.

Work closely with stakeholders in the MIS department and facilities management in order to ensure (as best as logistically possible) that only SEC and Linux-related classes are taught in room ATC 115. This will enable the lab to be taken off of the school network at a moment's notice and will also allow for specialized software to be installed on the existing computers in the lab.

F. What is the anticipated timetable for completing these initiatives? Who will be involved? Who will take the leadership role during these initiatives?

It is anticipated that these initiatives be completed within the next two years. The ISS department chair, MIS stakeholders, the Computer Technologies Division chair, and the Associate VP of Curriculum Programs are expected to be involved with completing these initiatives. It is projected that the ISS department chair will take the lead on the hiring of an additional faculty member, while the MIS department will take the lead on segmenting the computer lab (ATC 115) from the campus network.

G. Please provide any long term major resource planning.

Long term resource planning for the ISS department includes making sure that budget requirements are appropriated for updating the computer labs, especially in the area of hard drive capacity and random access memory (RAM). It is anticipated that there will also be a significant shift towards securing Android-based devices such as Smart phones and tablet/portable devices. In this case, resources will need to be allocated to the purchase of related hardware and software needed to keep the program up-to-date.

H. Conclusions.

In conclusion, this program review process has provided an enlightening experience. In depth, thorough analysis of the data provided generated questions and answers that will enable the ISS department chair to make informed decisions to guide the future of the program in terms of growth and retention. The ISS department chair looks forward to input from the other stakeholders in this process in order to use this experience as a growth opportunity both personally and professionally.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

Information Systems Security Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 0 Respondents	2010 5 Respondents	2011 11 Respondents	2012 2 Respondents	2013 4 Respondents
1. Quality of instruction in program area courses	*	60.0%	100.0%	100.0%	75.0%
2. Quality of instruction in other courses	*	100.0%	100.0%	100.0%	100.0%
3. Overall quality of academic program	*	80.0%	99.0%	100.0%	75.0%
4. Quality of Academic Advising (Faculty Academic Advising)	*	80.0%	90.9%	100.0%	75.0%
5. Quality of Admissions (entering College)	*	100.0%	72.8%	50.0%	75.0%
6. Quality of Registration Process	*	100.0%	80.6%	50.0%	100.0%
7. Quality of One Stop Shop	*	*	*	50.0%	100.0%
8. Quality of WebAdvisor	*	100.0%	100.0%	100.0%	100.0 %
9. Counseling Information Desk – Lobby of Student Center	*	80.0%	63.7%	50.0%	100.0%
10. Quality of Financial Aid Services	*	60.0%	54.6%	0.00%	75.0%
11. Quality of Counseling Services	*	100.0%	90.9%	100.0%	100.0%
12. Quality of Student Activities	*	80.0%	90.9%	50.0%	100.0%
13. Quality of Campus Security	*	100.0%	90.9%	100.0%	75.0%
14. Quality of Cashiering Services (Administration Building)	*	80.0%	90.9%	100.0%	75.0%
15. Quality of Success Center Services and Resources	*	100.0%	90.9%	50.0%	75.0%
16. Quality of Career Center Services	*	80.0%	90.9%	0.00%	100.0%
17. Quality of Media Services	*	80.0%	91.0%	0.00%	100.0%
18. Quality of the Library	*	100.0%	90.9%	50.0%	100.0%
19. Quality of Internet Access/Computing Services	*	100.0%	100.0%	100.0%	100.0%

20. Quality of Blackboard System for online class delivery	*	100.0%	98.4%	100.0%	100.0%
21. Overall quality of the College	*	80.0%	90.9%	100.0%	100.0%
Average Satisfaction Rate	*	1,760.0/20 = 88.0%	1,778.2/20 = 88.91	1,450/21 = 69.04%	1,900/21 = 90.48%

*Questions Not Asked

Information Systems Security Comparison Chart Employer Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 0 Respondents	2013 0 Respondents
1. Please mark the response that most closely reflects your overall opinion of FTCC graduates employed by your organization using the scale below: Very Satisfied – Satisfied – Dissatisfied – Very Dissatisfied – N/A					
a) Specific job-related knowledge	*	*	100%	*	*
b) Specific job-related skills	*	*	100%	*	*
c) Oral communication skills	*	*	100%	*	*
d) Written communication skills	*	*	100%	*	*
e) Problem solving skills	*	*	100%	*	*
f) Organization and planning	*	*	100%	*	*
g) Quality of work	*	*	100%	*	*
h) Overall job preparation	*	*	100%	*	*
i) Socialization skills	*	*	100%	*	*
j) Quantitative skills	*	*	100%	*	*
k) Computer skills	*	*	100%	*	*
2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?	*	*	100%-Yes	*	*
Average Satisfaction Rates	*	*	1100.0/11 = 100%	*	*

* No respondents during this year.

Information Systems Security Core Competencies Questions

QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 11 Respondents	2012 0 Respondents	2013 1 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100%	*	100%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	100%	*	100%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100%	*	100%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100%	*	100%
4e. I consider myself to be computer literate.	*	*	100%	*	100%
* No respondents during this year.					

Job Placement Rates for Information Systems Security

Year	# Graduates	# Graduates Continuing Education	# Graduates Not Seeking Employment	# Graduates Unable to Locate	# Graduates Available to Work	# Graduates Working	% of Available Graduates Working	# Available Graduates Who are <u>NOT</u> Employed but looking	% of Graduates Working in Cumberland County (<i>Hand counted surveys</i>)	% of Graduates Working Outside Cumberland County (<i>Hand counted surveys</i>)	% of Working Graduates in a Curriculum-Related Job (<i>Hand counted surveys</i>)	Salaries Reported (Curriculum-Related/ Full-time) (<i>Averages only those working in career field</i>)	SALARY AVERAGE (ANNUAL)
2009	6	1	0	0	5	4	80%	1	100%	0%	100%	3	\$42,334
2010	6	2	0	1	3	3	100%	0	33%	67%	67%	2	\$61,500
2011	11	5	0	0	6	6	100%	0	66.7%	33.3%	100%	6	\$40,720
2012	5	0	1	0	4	4	100%	0	25%	75%	100%	3	\$50,800
2013	5	1	0	0	4	4	100%	2	25%	75%	100%	0	\$0

**ADDENDUM A
ISS ADVISORY COMMITTEE MINUTES
DECEMBER 16, 2013**

Committee Minutes

Information Systems Security Advisory Committee

12/16/13, Noon, MiCasita—Bragg Boulevard, Fayetteville, NC

Members present: Tenette Prevatte (F), Darlene Wood (FA), Jewel Gulledge (M), Connie Ivey (M), Jack Webb (G), Daniel Fullerton (G), Roseann Thomas (G)
(G=GUEST, M=MEMBER)

Legend: (A= Administration, F = Faculty, S = Staff)

Members absent: Paul Perry (President, Advisory Committee) (Mr. Perry participated in the meeting via email discussion during the week of December 2, 2013)

Legend: (A= Administration, F = Faculty, S = Staff)

OLD BUSINESS: None

NEW BUSINESS: CTI program attributes and migrating to new curriculum, including adding back in classes that had to be removed from ISS, such as Attack Methodology. The committee was glad to see a renewed focus on obtaining skills that would increase the chance of viable employment of graduates. The committee also discussed the reduction in hours for the existing ISS curriculum (overall from 76 down to 64), enhancing student retention in SEC 110, engaging online students in discussion board assignments, and adding more meaningful hands-on lab exercises in SEC 110.

Actions/Activities/Assignments before next meeting: None

Next Meeting: Mid-semester spring, 2014

Adjournment: 1:40PM, 12/16/13

Minutes Prepared by: Tenette Prevatte 12/16/13

Minutes Approved by: Tenette Prevatte 12/16/13

Minutes submitted to Office of HR & IEA for Web Page Posting: n/a

Addendum B
BSIT AAS Transfer Program/East Carolina University

BS in Industrial Technology (BSIT) AAS Transfer Program

North Carolina Community College System

Degree Specific Transferable Courses

*Transfer students may apply up to 63hrs of NCCCS equivalent coursework listed below towards their BSIT degree. **BSIT ECU Course and Hours***

NCCCS Equivalent Transferable Course and Hours

ENGL 1100 Composition 3
 ENGL 1200 Composition 3
 Humanities or Fine Arts (10 hours total)
 COMM 2410 Public Speaking (required fine art) 3
 Humanities elective 3

ENG 111
 ENG 112 or 113 or 114
 COM 231
 Choice of 1 course:
 ENG 131, 231, 232, 233, 241, 242, 243, 251, 252, 261, 262
 HUM 110, 115, 120, 121, 122, 130, 150, 160, 161, 211, 212, 220
 PHI 210, 215, 220, 221, 230, 240, 250
 REL 110, 111, 112, 211, 212, 221
 Choose up to 2 courses not already taken above:
 ENG 131, 231, 232, 233, 241, 242, 243, 251, 252, 261, 262
 HUM 110, 115, 120, 121, 122, 130, 150, 160, 161, 211, 212, 220
 PHI 210, 215, 220, 221, 230, 240, 250
 REL 110, 111, 112, 211, 212, 221
 ART 111, 114, 115, 116, 117
 DAN 110, 211, 212
 DRA 111, 112, 115, 122, 126, 211, 212
 MUS 110, 112, 113, 114, 115, 210, 211, 212, 213

Additional 4 hours of humanities and/or fine art 3
 1+
NOTE: students possessing a NCCCS AA/AS degree or the transfer core diploma will be granted these 10 hours as complete but COMM 2410 is still required.

Social Sciences (12 hours total)
 ECON 2113 Microeconomics 3
 PSYC 1000 Introductory Psychology 3
 PSYC 3241 Personnel & Industrial Psyc 3
 Social Science elective 3

No equivalency

ECO 251
 PSY 150
 X
 Choice of 1 course:
 ANT 210, 220, 221, 230, 240
 COM 110, 120
 GEO 111, 112, 113, 130
 HIS 111, 112, 114, 115, 121, 122, 131, 132
 POL 110, 120, 210, 220
 SOC 210, 213, 220, 225, 230, 240

Natural Sciences (8 hours total)
 Two courses (8 hours) of natural science of which one course must have a lab component. 4
 4
NOTE: students possessing a NCCCS AA/AS degree or the transfer core diploma will be granted these 8 hours as complete.

Choice of 2 courses, at least one with a lab component (physics is preferred):
 AST 111, 151, 152
 BIO 110, 111, 112, 120, 130, **140** (required for BSIT Arch Design concentration),
 CHM 131, 132, 135, 136, 151, 152
 GEL 111, 113, 120, 230
 PHY 110, 131₁, 132₁, 133₁, **151** (required for both BSIT Design concentrations), **152** (required for BSIT Mech Design concentration), 251, 252
 MAT 122₁, 161, 171, 175/175A₂, 271₂, 272₂,

MATH 1065 College Algebra 3

MATH 1074 Applied Trigonometry	2	2732	
HLTH 1000 Health in Modern Society	2	MAT 1211, 162, 172, 175/175A2, 2712, 2722, 2732	
EXSS physical activity course	1	HEA 110 or 120	
FINA 2244 Legal Environment of Business	3	PED physical activity course (PED 110 through 240)	
Major lower level technology coursework	24	BUS 115	
Major upper level technology coursework	15	Completion of an approved AAS degree (block credit)	24
Major concentration technology coursework	27	No equivalency	X
Free electives	13	No equivalency	X
Program Total	126	Any college transferable/AAS major credit	13
		Maximum applicable 2 year credits is 63 hours	___

Addendum C-Campbell University BAS Degree Program matriculation

BACHELOR OF APPLIED SCIENCE Concentration: Information Technology & Security: Security

GENERAL EDUCATION CORE COURSES (55 SH)

Fine Arts (art, music, theater) ¹	3	✓
ENGL 100 English Fundamentals ²	3	✓
ENGL 101 Academic Writing (ENGL 111)	3	✓
ENGL 102 Academic Writing and Lit	3	—
RELG 125 Introduction to Christianity	3	—
RELG Elective	3	—
MATH 110 ³ Fundamentals of Math	3	✓
MATH Elective ³ MATH 161	3	✓
MATH Elective ³	3	—
Humanities Elective ⁴	3	—
Humanities Elective ⁴	3	—
Humanities Elective ⁴	3	—
Humanities Elective ⁴	3	—
Science with Lab	4	—
HIST 111 Western Civilization I	3	—
HIST 112 Western Civilization II	3	—
Social Science Elective ⁵	3	✓
Social Science Elective ⁵	3	—

For use with the
2013-2015 Undergraduate Bulletin

CAMPBELL UNIVERSITY

EXTENDED CAMPUS EDUCATION

<http://www.campbellextendedcampuseducation.com>

NOTE: Residency requires 32 sh of Campbell courses with 12 sh in upper level (300-400) major courses.

To be eligible to graduate with distinction of honors, students must complete a minimum of 60 semester hours at Campbell University with a GPA of 3.5 or higher.

ENG 131
ACC 120

QUALIFYING APPLIED SCIENCE CREDITS (10-21 SH) 21

CONCENTRATION (24 SH)

ITS 150 Fundamentals of Info Tech	3	✓
ITS 200 Internet Applications	3	✓
ITS 300 Info Sec. & Countermeasures	3	—
ITS 345 Database Management	3	—
ITS 351 Sys Analysis, Design & Develop	3	—
ITS Elective (200 level or above)	3	✓
ITS Elective (300 level or above)	3	—
ITS Elective (300 level or above)	3	—

COGNATE COURSES (12 SH)

CRIM/HSEC 200 level or above	3	—
CRIM/HSEC 200 level or above	3	—
CRIM/HSEC 200 level or above	3	—
CRIM/HSEC 200 level or above	3	—

HAS: 60 SH
NEEDS: 64 SH
Total degree: 124 SH

ELECTIVES (12-23 SH)

Elective ⁶ 3	✓	Elective ⁶ 3	✓
Elective ⁶ 3	✓	Elective ⁶ 3	✓
Elective ⁶ 3	✓	Elective ⁶ 3	✓

Elective ⁶ 3	✓
Elective ⁶ 2	✓

30 hrs + online or blended

*This curriculum is for illustrative purposes only.
Matriculated students will receive an official degree plan upon completion of their evaluation of transfer credits*

BACHELOR OF APPLIED SCIENCE
Concentration: Information Technology & Security: Management

GENERAL EDUCATION CORE COURSES (55 SH)

Fine Arts (art, music, theater) ¹	3	✓
ENGL 100 English Fundamentals ²	3	✓
ENGL 101 Academic Writing	3	✓
ENGL 102 Academic Writing and Lit	3	_____
RELG 125 Introduction to Christianity	3	_____
RELG Elective	3	_____
MATH 110 ³ Fundamentals of Math	3	✓
MATH Elective ³	3	✓
MATH Elective ³	3	_____
Humanities Elective ⁴	3	_____
Humanities Elective ⁴	3	_____
Humanities Elective ⁴	3	_____
Humanities Elective ⁴	3	_____
Science with Lab	4	_____
HIST 111 Western Civilization I	3	_____
HIST 112 Western Civilization II	3	_____
Social Science Elective ⁵	3	✓
Social Science Elective ⁵	3	_____

Qualifying Applied Science Credits (10-21 SH) 21

CONCENTRATION (24 SH)

ITS 150 Fundamentals of Info Tech	3	✓
ITS 200 Internet Applications	3	✓
ITS 345 Database Management	3	_____
ITS 351 Sys. Analysis, Design & Dev.	3	_____
ITS 235 Windows Operating Environ.	3	✓
ITS Elective (200 level or above)	2	✓
ITS Elective (300 level or above)	3	_____
ITS Elective (300 level or above)	3	_____

ELECTIVES (12-23 SH)

Elective ⁶ 3	✓	Elective ⁶ 3	✓
Elective ⁶ 3	✓	Elective ⁶ 3	✓
Elective ⁶ 3	✓	Elective ⁶ 3	✓

COGNATE COURSES (12 SH)

ACCT/BADM/ECON 200 level or above	3	_____
ACCT/BADM/ECON 200 level or above	3	_____
ACCT/BADM/ECON 200 level or above	3	_____
ACCT/BADM/ECON 200 level or above	3	_____

HAS: 63 SH
 NEEDS: 61 SH
 Total degree: 124 SH

For use with the
2013-2015 Undergraduate Bulletin

CAMPBELL
UNIVERSITY
 EXTENDED CAMPUS EDUCATION

<http://www.campbell.edu/extendedcampuseducation.com>

NOTE: Residence requires 22 sh of Campbell courses with 12 sh in upper level (300-400) major courses.

To be eligible to graduate with distinction of honors, students must complete a minimum of 60 semester hours at Campbell University with a GPA of 3.5 or higher.

*This curriculum is for illustrative purposes only.
 Matriculated students will receive an official degree plan upon completion of their evaluation of transfer credits.*

Addendum D Detailed Assessment Report

Fayetteville Technical Community College

Detailed Assessment Report

2013-2014 Information Systems Security

As of: 4/27/2014 01:43 PM EST

Mission / Purpose

The Information Systems Security curriculum prepares individuals with the skills required to implement effective and comprehensive information security controls which will prepare them for employment as security administrators.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets,

Reporting Findings, and Action Plans

SLO 1: Effective Communication

Students will be assessed in SEC 210 (Intrusion Detection) by submitting a technical writing document explaining how to

set up an IDS (Intrusion Detection System) using Snort (open-source software IDS). (See attached oral communications rubric)

Connected Document

[OC_Rubric_2014](#)

Relevant Associations:

General Education/Core Curriculum Associations

1 Communicate effectively using the conventions of American Standard English in professional and academic environments.

Related Measures

M 1: Effective Communication

WHAT: Evidence of effective communication skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on an oral presentation assignment detailing an IDS (Intrusion Detection System) installation using open-source software

HOW: Students will be scored against an oral communications rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Presentation, either individual or group

Target:

Students will score at least a 3/5 as demonstrated by the oral communications rubric.

SLO 2: Critical Thinking

The technical document submitted in SEC 210 must detail all of the steps involved in successfully installing, configuring, and monitoring the IDS, including troubleshooting the system when it fails to work properly. (See attached critical thinking rubric).

Connected Document

[Technical Writing Rubric \(2014\)](#)

Relevant Associations:

General Education/Core Curriculum Associations

2 Use critical thinking to analyze problems and make logical decisions.

Related Measures

M 2: Critical Thinking

WHAT: Evidence of critical thinking skills by students in the SEC 210 (Intrusion Detection) course

WHY: To determine proficiency on a technical writing document outlining critical thinking skills required to effectively install and troubleshoot an IDS (Intrusion Detection System) using the open source software program Snort.

HOW: Students will be scored against a technical writing rubric

WHEN: At the end of the fall semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and

the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Students will score at least a 3/5 as demonstrated by the technical writing document.

SLO 3: Cultural Awareness and Globalization

In the Security Capstone project course, (SEC 289), students will be evaluated on their consideration of cultural issues

when presenting the final project paper and presentation. Examples include color schemes, wording and language considerations, and gender issues. (See attached rubric, courtesy of the American Association of Colleges and Universities)

Connected Document

[Inter-cultural_Rubric](#)

Relevant Associations:

General Education/Core Curriculum Associations

3 Demonstrate socialization skills that support cultural awareness and a global perspective.

Related Measures

M 3: Cultural Awareness and Globalization

WHAT: Evidence of cultural awareness and globalization issues by students in the SEC 289 (Security Capstone Project) course

WHY: To determine awareness and knowledge of inter-cultural issues and competencies in globalization issues as related to information systems security

HOW: Students will be scored against an inter-cultural knowledge and competence rubric and must discuss rationale behind color and wording decisions made during the planning/implementation process.

WHEN: At the end of the spring semester

WHO: This assessment will be conducted by the course instructor, the Computer Technologies Division Chair, and the Information Systems Security Department Chair, and the results will be averaged

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:

Students must achieve a graded score of at least 3 out of 4 on the inter-cultural knowledge and competence rubric.

SLO 4: Demonstrate quantitative competencies

Students in the Information Systems Security degree program must demonstrate quantitative competencies by successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC evaluators):

1. MAT 161-College Algebra (or higher-level MAT or equivalent)
2. CTI 110 - Web, Programming & Database Foundations (or equivalent)
3. CIS 115-Introduction to Programming and Logic (or equivalent)

Relevant Associations:

General Education/Core Curriculum Associations

4 Demonstrate quantitative competencies.

Related Measures

M 4: Demonstrate Quantitative Competencies

WHAT: Evidence of quantitative competency by students graduating from the Information Systems Security program.

WHY: To determine qualitative competency

HOW: By successfully completing one of the following courses, either by taking the course at FTCC or transferring the course from another institution (provided the transfer credit has been approved by FTCC evaluators): 1. MAT 161-College Algebra (or higher-level MAT or equivalent) 2. CTI 110 - Web, Programming & Database Foundations (or equivalent) 3. CIS 115-Introduction to Programming and Logic (or equivalent). A passing grade in the abovenamed

courses demonstrates quantitative competency.

WHEN: At graduation or program completion.

WHO: This measure will be evidenced by a formal evaluation by the Information Systems Security Department Chair of the student program evaluation

Source of Evidence: Academic direct measure of learning - other

Target:

All ISS graduates will successfully complete one of the above-mentioned courses to demonstrate quantitative competencies.

SLO 5: Demonstrate computer literacy

Students will be able to effectively conduct research and exhibit competency with technology, in particular, the use of SQL databases (SEC 210), word-processing software (all SEC courses) and presentation software (SEC 150, SEC 210,

SEC 289). Students will also use Microsoft Visio in SEC 289 project presentations to demonstrate the ability to diagram a network topology.

Relevant Associations:

Relevant Associations:

General Education/Core Curriculum Associations

5 Demonstrate computer literacy.

Related Measures

M 5: Demonstrate computer literacy

WHAT: Successful completion of Microsoft Visio network diagrams by students in the SEC 289 (Security Capstone Project) course.

WHY: To demonstrate computer literacy and competency

HOW: The network diagram will be evaluated as a component of the final project score totaling 40% of the final project grade.

WHEN: At the end of the spring semester during final project presentations

WHO: This assessment will be conducted by the course instructor

Source of Evidence: Capstone course assignments measuring mastery

Target:

All students in the SEC 289 capstone project course will implement a network diagram using Microsoft Visio (or similar, open-source program). This portion of the final project will count towards 40% of the final project grade.

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

Registration Summary Report

The survey formerly used was deemed inappropriate. For future assessment cycles, a new report (coming from Registrar's Office) will identify a more accurate depiction of how students register for courses.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Low

Projected Completion Date: 05/2010

Responsible Person/Group: Roseann Thomas

Educate all CIS 110 Instructors of the impact of SAM Projects on the division objectives

We held a division meeting for all full-time and adjunct CIS 110 instructors to make sure that they were all aware of how the SAM project grades were used in the measurement of division and school-wide objectives. We also informed them all about standardized ways of implementing and scoring these assignments for assessment purposes.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: High

Projected Completion Date: 08/2011

Addendum E Critical Thinking Rubric

Critical Thinking Rubric-Information Systems Security-Fayetteville Technical Community College

	1	2	3	4	5
1. Identify and analyze the issues, assumptions, and contextual relevance.	Fails to identify, summarize, or explain the main problem or question; represents the issues inaccurately or inappropriately; presents problems as having no connections to other conditions or contexts; does not surface the assumptions that underlie the issues	Identifies main issues but does not summarize or explain them clearly or sufficiently; assumptions that underlie the question are surfaced superficially; discusses the problem only in egocentric or sociocentric terms; identifies some of the most important assumptions but does not evaluate them for plausibility or clarity	Successfully identifies and summarizes the main issues but does not explain why/how they create questions; shows some general understanding of influences of theoretical contexts on stakeholders; identifies most of the important assumptions but only evaluates them for plausibility or clarity superficially	Clearly identifies and summarizes main issues and successfully explains why/how they create questions; correctly identifies all the empirical and most of the theoretical contexts relevant to all the main stakeholders; identifies and evaluates all the important assumptions but not those deeper or more abstract	Identifies not only the basics of the issue but recognizes the nuances of the issue; identifies embedded or implicit issues and addresses their relationships to each other; not only correctly identifies all the contexts relevant to main stakeholder but finds minor stakeholders and contexts and shows the tension among them; not only identifies and evaluates all important assumptions but also some hidden and abstract ones
2. Recognize and state pertinent perspectives, propositions, and positions including the student's own and formulate hypotheses and persuasive arguments.	Fails to formulate and clearly express own point of view; fails to anticipate objections to his/her point of view; deals only with a single perspective and fails to discuss other possible perspectives, especially those relevant to the issue	Formulates a vague and indecisive point of view; anticipates minor but not major objections to his/her point of view; considers weak but not strong alternative positions; does not clarify presented position relative to one's own	Formulates a personal point of view but only discusses its strengths; anticipates minor and major objections to his/her point of view; considers mostly weak and few strong alternative positions	Formulates a clear personal point of view concerning the issue and briefly notes its weaknesses and discusses its strengths; acknowledges major and minor objections and rival positions; responds to objections to his/her position	Identifies appropriately one's own position on the issue and seriously discusses its weaknesses as well as its strengths; addresses additional diverse perspectives; draws support from experience and outside sources; acknowledges objections and rival positions and provides convincing replies to these
3. Assess the quality of supporting information and provide additional evidence.	Provides no support and/or evidence for claims; uses unreliable sources; does not distinguish between fact, opinion, and value judgments; merely repeats information provided; denies evidence without adequate justification; sources do not relate to question	Identifies data and information that counts as evidence but fails to evaluate its credibility; little support for claims; reaches a hasty conclusion about the validity of a source; uses some unreliable sources	Supports claims with research evidence; two or more types of sources are used; student recognizes who is authoring the information; distinguishes between fact and opinion	Identifies all important evidence and thoroughly evaluates it; supports claims with clear research evidence from valid sources; multiple types or sources are used; the scope, authority, and currency of the information are taken into account; looks for missing information; observes cause and effect	Identifies and rigorously evaluates all important evidence; provides new information for consideration; examines evidence by questioning its accuracy, precision, relevance, and completeness; observes cause and effect and addresses existing or potential consequences
4. Appraise conclusions, implications, and consequences.	Fails to identify implications, conclusions, and consequences of issue; fails to identify the key relationships between the other elements of the problem such as context, assumptions,	Suggests some implications, conclusions, and consequences; no clear reference to context, assumptions, data, and evidence	Identifies but does not discuss implications, conclusions, and consequences; minor references to context, assumptions, data, and evidence	Identifies and briefly discusses implications, conclusions, and consequences; considers most but not all the relevant assumptions, contexts, data, and evidence	Identifies and thoroughly discusses implications, conclusions, and consequences; considers all relevant assumptions, contexts, data, and evidence; objectively reflects upon his/her own

	or data and evidence				assertions
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Addendum F Oral Communications Rubric

Criteria		4	3	2	1	0
Topic Development	Content	Demonstrates mastery of topic	Demonstrates adequate understanding of topic	Demonstrates some understanding of topic	Demonstrates lack of understanding	No data gathered
	Arrangement of Ideas	Strong introductory statement	Adequate introductory statement	Weak introductory statement	Lack of introductory statement	
		Strong logical progression	Adequate logical progression	Weak logical progression	Lack of logical progression	
		Strong concluding statement	Adequate concluding statement	Weak concluding statement	Lack of concluding statement	
	Voice Projection	Clearly and consistently audible	Mostly audible	Sometimes audible	Inaudible	No data gathered
	Vocal Delivery	Energetically communicates enthusiasm	Some energy and enthusiasm	Little energy and enthusiasm	Monotone	
	Eye Contact	Consistently makes eye contact with all members of audience	Makes consistent eye contact with <i>limited group</i> within audience	Makes some eye contact with audience	Makes little or no eye contact with audience	
	Gestures	Consistently reinforces verbal message	Often reinforces verbal message	Sometimes reinforces verbal message	Detracts from verbal message	
	Pace	Consistently effective	Mostly effective	At times too fast or too slow	Consistently too fast or too slow	
	Clarity of Expression	Minimal gap-fillers ("um," "uh," "like," etc.)	Few gap-fillers	Some gap-fillers	Gap-fillers interfere with expression	
Listening	Demonstrates proactive listening: takes relevant notes, answers questions, asks questions that demonstrate mastery of topic	Demonstrates active listening: takes notes, answers questions with a prompt, demonstrates engagement with topic	Demonstrates attentive listening: takes cursory notes, unable to respond to questions, demonstrates weak understanding of topic	Demonstrates passive listening: does not take notes, unable to respond to questions, demonstrates lack of understanding of topic		
Analysis						

Global Awareness	Assess the quality of supporting information and provide additional evidence.	Identifies all important evidence and thoroughly evaluates it; supports claims with clear research evidence from valid sources; multiple types or sources are used; the scope, authority, and currency of the information are taken into account; looks for missing information; observes cause and effect	Supports claims with research evidence; two or more types of sources are used; student recognizes who is authoring the information; distinguishes between fact and opinion	Identifies data and information that counts as evidence but fails to evaluate its credibility; little support for claims; reaches a hasty conclusion about the validity of a source; uses some unreliable sources	Provides no support and/or evidence for claims; uses unreliable sources; does not distinguish between fact, opinion, and value judgments; merely repeats information provided; denies evidence without adequate justification; sources do not relate to question	No data gathered
	Appraise conclusions, implications, and consequences.	Identifies and briefly discusses implications, conclusions, and consequences; considers most but not all the relevant assumptions, contexts, data, and evidence	Identifies but does not discuss implications, conclusions, and consequences; minor references to context, assumptions, data, and evidence	Suggests some implications, conclusions, and consequences; no clear reference to context, assumptions, data, and evidence	Fails to identify implications, conclusions, and consequences of issue; fails to identify the key relationships between the other elements of the problem such as context, assumptions, or data and evidence	No data gathered
	Appraise conclusions, implications, and consequences of color schemes, wording and language considerations and gender issues.	Identifies and briefly discusses implications, conclusions, and consequences; considers most but not all the relevant assumptions, contexts, data, and evidence	Identifies but does not discuss implications, conclusions, and consequences; minor references to context, assumptions, data, and evidence	Suggests some implications, conclusions, and consequences; no clear reference to context, assumptions, data, and evidence	Fails to identify implications, conclusions, and consequences of issue; fails to identify the key relationships between the other elements of the problem such as context, assumptions, or data and evidence	

Addendum G
Advisory Committee and Concerned Faculty Comments on the CTI Curriculum

Jewel Gullledge, Advisory Committee member (IA Incident Manager Information Assurance Division-Network Enterprise Center Fort Bragg, NC):

I believe that students will benefit from having more security centered classes in the curriculum such as mentioned in the CTI Security program. Also the Cisco curriculum in its entirety has helped me tremendously. A thorough understanding of networks is pretty much a requirement for any IA or ITS position in the real world. Without Cisco you will not understand such things as network appliance placement, configuration, and assessments. Such appliances as firewalls and IDS/IPS require network fundamentals and are needed to keep your network secure.

Also more in-depth security classes such as attack methodology, CEH Training, or penetration testing will be gold for students as this information and knowledge of is priceless in the real world. Career advancement will happen more rapidly as knowledge of such topics come few and far between for companies and they will hire you because of such rare knowledge and wave off most experience requirements.

Paul Perry, Advisory Committee member (IA Incident Manager-Civilian-Fort Bragg, NC):
WOW, I can't believe with all that's going on today, Cyber Security would not be one of the TOP classes taught at EVERY Campus.

Yes, database is important, but security provided to those databases is an essential need and requirement today. Information System Security importance is vital to today's society. (hackers breaking into databases, clouds and information systems for nefarious reasons).

The increasing volume and sophistication of cyber security threats—including targeting phishing scams, data theft, and other online vulnerabilities –demand that we remain vigilant about securing our systems and information.

I would love to attend the class once approved and added to the security curriculum.

Connie Ivey, Advisory Committee Member (Coordinator of Institutional Research, Data Coordinator,
Robeson Community College):

I think the move to CTI is a good one. The CTI curriculum standard gives you a great deal more flexibility to meet the needs of your students, your academic program and employers. That flexibility is essential especially when reducing hours. I will be very interested in seeing where this goes!

Daniel Fullerton, Adjunct Faculty (SEC 110):

Is the SEC-150 class a new one? That's pretty awesome that they'll be able to jump right in and on their second semester be able to hit on a lot of the stuff they're learning about in SEC-110.

Overall, I like it. You're still going to have the people who flush out when cisco 1 completely blows their minds, and I'm not sure if even having NET-110 before taking NET-125 would help those people at all. In the proposed one, where would NET-226 come in at?

The one thing that would be awesome to teach, but I doubt the college would ever support it, would be a class on vSphere or classes on virtualization. VMWare is such a hot ticket item, and it can really enhance your security if you apply it right, more than just using a VM to test things out on.

Addendum H
Web Links Featuring Need for Cyber Security Experts

<http://www.computerweekly.com/news/2240219848/Infosec-2014-Threat-knowledge-is-key-to-cyber-security-say-experts>

<http://www.bellinghamherald.com/2014/04/30/3614562/whatcom-county-colleges-educating.html>

<http://www.mysanantonio.com/opinion/commentary/article/America-needs-more-cybersecurity-experts-5430183.php>

<http://blogs.wsj.com/digits/2014/01/30/new-cyber-threats-juice-pay-for-security-chiefs/>

http://www.washingtonpost.com/business/economy/cybersecurity-experts-needed-to-meet-growing-demand/2012/05/29/gJQAtev1yU_story.html

Committee Minutes

Information Systems Security Advisory Committee

12/16/13, Noon, MiCasita—Bragg Boulevard, Fayetteville, NC

Members present: Tenette Prevatte (F), Darlene Wood (FA), Jewel Gullledge (M), Connie Ivey (M), Jack Webb (G), Daniel Fullerton (G), Roseann Thomas (G)
(G=GUEST, M=MEMBER)

Legend: (A= Administration, F = Faculty, S = Staff)

Members absent: Paul Perry (President, Advisory Committee) (Mr. Perry participated in the meeting via email discussion during the week of December 2, 2013)

Legend: (A= Administration, F = Faculty, S = Staff)

OLD BUSINESS: None

NEW BUSINESS: CTI program attributes and migrating to new curriculum, including adding back in classes that had to be removed from ISS, such as Attack Methodology. The committee was glad to see a renewed focus on obtaining skills that would increase the chance of viable employment of graduates. The committee also discussed the reduction in hours for the existing ISS curriculum (overall from 76 down to 64), enhancing student retention in SEC 110, engaging online students in discussion board assignments, and adding more meaningful hands-on lab exercises in SEC 110.

Actions/Activities/Assignments before next meeting: None

Next Meeting: Mid-semester spring, 2014

Adjournment: 1:40PM, 12/16/13

Minutes Prepared by: Tenette Prevatte 12/16/13

Minutes Approved by: Tenette Prevatte 12/16/13

Minutes submitted to Office of HR & IEA for Web Page Posting: n/a

FTCC_ISS_Advisory_Committee_2013_12_16

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**

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

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6. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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 & Public Relations Department Information Released:</p> <ol style="list-style-type: none"> 1) Press Releases - 25 Postings 2) Facebook Releases - 205 Postings <ul style="list-style-type: none"> - Likes increased from 1,430 to 3,541 3) Twitter Releases - 336 Postings <ul style="list-style-type: none"> - Followers increased from 21 to 222 - Example/US Department of Veteran Affairs

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<ul style="list-style-type: none"> * Response to FTCC VA Tweet/Credit for Prior Learning * US Dept of VA Affairs - 19,200 followers * Student Veterans of America - 6,300 followers * VFW Post 2866 - 400 followers * Total: Message Tweeted to 29,000+ followers <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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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>
1.2 Use the Educational TV channel to provide timely information/programming to the community (2)	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & Development, Harlow Heating & 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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	(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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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6. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<ol style="list-style-type: none"> 1. Financial reasons-36.26% 2. Family/Personal reasons-20.88% 3. Relocated-12.09% (IE) <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"> 1. Instruction in program area courses 94.6% 2. Overall quality of academic program 95.4% (IE) <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	(Continuing Education) Phone calls were made to complete this information gathering. (Curriculum)
1.11 Improve assessment plans with documented evidence of outcomes. (1)	<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 & Finance, AVP for Business & Finance, Director of Bookstore, and Property Control Supervisor used WEAVEonline to gather information, improve goals and outcomes, and update assessment plans. (Business & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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"> • Retention Center • Monitoring Student Performance • Webcam: Showing Your Face • Assessing Learners • Mashups • Grade Center • Making the Most of Discussions • Discussion Boards, Wikis, and Blogs • Calendar • Enhancing Communication • Course Redesign to Template <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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"> • Course Redesign • Veterans On Campus • Blackboard Rubric, • Blackboard Retention Center • Student workshops <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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 & Public Relations Department Information Releases-</p> <ol style="list-style-type: none"> 1) Press Releases - 25 Postings 2) Facebook Releases - 205 Postings <ul style="list-style-type: none"> - Likes increased from 1,430 to 3,541 3) Twitter Releases - 336 Postings <ul style="list-style-type: none"> - Followers increased from 21 to 222 - Example/US Department of Veteran Affairs <ul style="list-style-type: none"> * Response to FTCC VA Tweet/Credit for Prior Learning * US Dept of VA Affairs - 19,200 followers * Student Veterans of America - 6,300 followers * VFW Post 2866 - 400 followers * Total: Message Tweeted to 29,000+ followers 4) LinkedIn <ul style="list-style-type: none"> - Company Page - 1,091 Followers - College Page - 6,667 Followers 5) Blog - 15 Postings <ul style="list-style-type: none"> - 18 Followers 6) Instagram <ul style="list-style-type: none"> - 21 Photos Posted

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<p>- 23 Followers</p> <p>7) Google+ - 1,559 Views - 2 Followers</p> <p>8) YouTube (Media Services) - 71 Subscribers (Marketing & 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 & Finance serves as the President designee for the</p>

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & 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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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"> • 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. • 9-17-13 - A public concert by Latin music group Tropicante - Main Campus. • 10-12-13: Faculty, staff and students participated in the American Heart Walk.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<ul style="list-style-type: none"> • Four blood drives held on behalf of the Cape Fear Valley Medical Center Blood Bank. • 11-13-13: "How's Your Sugar" Health Fair was held. • 11-15-13: A public concert was performed by Latin band Xperimento. • 11-20-13: A public concert was performed by Native American Larry Omaha. • 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. • 4-10-14: The Scottish band/educational group "Saor Patrol" conducted two educated sessions and one public concert on main campus. • 4-23-14: Public Earth Day event held on SPLK campus <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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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	Accomplishments (July 1, 2013-June 30, 2014)
	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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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 & Public Relations Department</p> <ul style="list-style-type: none"> • Department meetings focused on internal and external opportunities to provide high quality of customer service. • Positive and informative responses were received via Social Media inquiries, emails, and telephone calls. • Positive postings were left on FTCC Home Page. (Marketing) <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & Security)</p> <p>Provided Customer Service Training to staff members Reorganized security staffing to improve quality of service. (Public Safety & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<p>Behavioral Styles and the Platinum Rule class as part of their Professional Development. (Business & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & Public Relations Department</p> <ul style="list-style-type: none"> • Department meetings focused on internal and external opportunities to provide high quality of customer service. • Positive and informative responses were received via Social Media inquiries, emails, and telephone calls. • Positive postings on FTCC Home Page. (Marketing) <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 & Security)</p> <p>The Business Office answered the phones within three rings. (Business & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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&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 & 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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	<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 & 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 - 1st 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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 & 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 & 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 & Security)</p> <p>Employees took Professional Development classes for Customer Service, so</p>

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	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 & Finance)</p> <p>Faculty and Staff in the Academic & 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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	<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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	<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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<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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	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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	<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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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	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & 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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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.

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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 & Public Relations Department - Assisted Foundation with Marketing and Public Relations needs</p>

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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>

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

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	Accomplishments (July 1, 2013-June 30, 2014)
<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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"> • Cosmetology instructor • Esthetics

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<ul style="list-style-type: none"> • Gunsmithing • Broadcasting & Production Technology • Medical Assisting • Global Logistics & Distribution Mgt Tech. <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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
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"> • 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 • Assisted NC businesses in winning at least 126 federal contracts in CY2013, worth \$133.0 million to \$906.4 million • 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 • 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 • NCMBC business development staff: <ul style="list-style-type: none"> ○ Made 1,121,576 connections of 1,822 federal contract opportunities to businesses in NC during CY2013 ○ Made 511,368 connections of 743 federal contract opportunities to businesses in NC during CY2014 (as of 31 MAY14) ○ Made 6,760,746 connections of 17,531 federal contract opportunities to businesses in NC from 1 JAN 05 to 31 MAY 14 ○ Conducted approximately 3,000 counseling and one-on-one training sessions annually with businesses statewide • NCMBC MatchForce.org: <ul style="list-style-type: none"> ○ Achieved 20,576 business and 40,359 individual users (25 JUN 14)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<ul style="list-style-type: none"> ○ Made 31,449,920 matches of 115,120 federal contract opportunities to businesses in NC during CY2013 ○ Made 185,655 matches of 6,470 job opportunities to individuals during CY2013 ● 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 ● Conducted intermediate level Defense Contractor Academies in Charlotte (CPCC, OCT 13), Wilmington (CFCC, DEC 13) and Raleigh (MAR 14) ● Initiated and conducted advanced level Proposal Development Workshops in Charlotte and Cary (CPCC, Wake Tech), MAR 14. ● Prepared and recruited for DCAs in Fayetteville (FTCC, JUL 14), Charlotte and Wilmington (CPCC/CFCC, DEC 14) ● 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 ● Maintained a world class website that is nationally recognized as a premier resource for market intelligence and federal contracting procedures ● 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 , ● Provided subject matter expert testimony at the General Assembly, and

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	<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

Available online at:

http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx

Fayetteville Technical Community College
P.O. Box 35236
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Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College.

September 16, 2013

Dear Advocates of Fayetteville Technical Community College:

Fayetteville Technical Community College recently celebrated its 50th-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)

Approved: September 16, 2013