Fayetteville Technical Community College

Detailed Assessment Report
2013-2014 Medical Office Administration
As of: 8/20/2016 01:29 PM EST

Mission / Purpose

The Medical Office Administration curriculum prepares individuals for employment in medical and other health-care related offices.

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

SLO 1: Critical Thinking

Students will use information to analyze problems and make logical decisions in the production of error-free correspondence.

Relevant Associations:

General Education/Core Curriculum Associations

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

Related Measures

M 1: Critical Thinking
For A25310, C25310C1, C25310C2, C25310H1:

What and How: Students in OST 148 Medical Coding, Billing and Insurance will analyze scenarios and make logical decisions while working within a group.
Why: Students must be able to use critical thinking skills to make logical decisions in the medical office.
Who and When: Instructors for OST 148 Medical Coding, Billing and Insurance will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled.

For C25310C3:

What and How: Students in OST 147 Dental Billing and Coding will analyze scenarios and make logical decisions while working within a group.
Why: Students must be able to use critical thinking skills to make logical decisions in the medical office.
Who and When: Instructors for OST 147 Dental Billing and Coding will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled.

For C25310C4:

What and How: Students in HIT 215 Reimbursement Methodology will analyze scenarios and make logical decisions while working within a group.
Why: Students must be able to use critical thinking skills to make logical decisions in the medical office.
Who and When: Instructors for HIT 215 Reimbursement Methodology will assign a case study scenario and grade the assignment using a rubric. The results of the graded assignments in the Spring 2014 semester will be compiled.

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

Connected Document
WEAVE, 2013-2014, Rubric for Critical Thinking, OST 147.OST148

Target:

80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for OST 148. 2. 80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for OST 147. 3. 80% of student case studies reviewed will score an acceptable or commendable rating as defined by the rubric for HIT 215.

Reporting Finding (2013-2014) - Target: Met
86% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for OST 148. 2. 82% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for OST 147. 3. 86% of student case studies reviewed scored an acceptable or commendable rating as defined by the rubric for HIT 215.

Connected Document
OST147.OST148.HIT215 2013-14 GRADE DISTRIBUTION

Reporting Finding (2012-2013) - Target: Met
80% of students will accurately use the resources available to process the complete billing cycle at 80% or better accuracy in a simulation program set forward by the department.

Reporting Finding (2011-2012) - Target: Met
80% of students accurately used the resources available to process the complete billing cycle at 80% or better accuracy in the Medisoft 10-day simulation program in the OST 243 Medical Office Simulation course required for graduation.

Reporting Finding (2010-2011) - Target: Met
86% of students accurately used the resources available to process the complete billing cycle at 80% or

better accuracy in the Medisoft 10-day simulation program in the OST 243 Medical Office Simulation course required for graduation.

Connected Document
Course Percentage of Students with a 75% or Higher Final Score

SLO 2: Computer Literacy

Students will demonstrate computer literacy.

Relevant Associations:

General Education/Core Curriculum Associations

2 Use critical thinking to analyze problems and make logical decisions.
5 Demonstrate computer literacy.

Related Measures

M 2: Computer Literacy
For A25310

What and How: Students in OST 137 Office Software Applications (required for all Office Administration students) will be required to complete exercises and projects for Introduction to Windows, Internet Basics, Excel, Access, and PowerPoint. A final course grade of 77 or better will demonstrate at least an 80 percent proficiency in application skills. Why: Students must be able to perform basic computer functions to be successful in the business industry. Who and When: Instructors for OST 137 Office Software Applications will require students to complete weekly assignments and submit it through the Blackboard system. The assignments will be graded using a rubric. The final course grades from Fall 2013 and Spring 2014 semesters will be compiled.

Source of Evidence: Performance (recital, exhibit, science project)

Connected Document
OST 137 Computer Skills 2013-2014

Target:

Eighty percent of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 137.
Connected Documents:

Reporting Finding (2013-2014) - Target: Not Met
Seventy-eight percent of students made 77 or higher in OST 137, Computer Software Applications.

Connected Documents
OST137 FALL2013 GRADE DISTRIBUTION
OST137 SPRING2014 GRADE DISTRIBUTION

Reporting Finding (2012-2013) - Target: Not Reported This Cycle
This data is retrieved from the Office Administration Department who is responsible for the OST 137 course. It was stated in their findings that due to divisional changes and loss of key personnel due to illness, there is no reliable data in which to report. This department will work diligently to formulate new objectives and measures for the 2013-14 assessment cycle.

Reporting Finding (2011-2012) - Target: Met
Out of a random sampling of approximately 50 percent of the OST 137 sections offered in the Spring and Fall, more than 80 percent of the students in the Medical Office and Office Administration programs scored 80 percent or better on concept and skill assessments associated with various software programs (Windows 7, Internet Explorer 8, , Excel, Access, and PowerPoint).

Reporting Finding (2010-2011) - Target: Met
Out of a random sampling of approximately 50 percent of the OST 137 sections offered in the Spring and Fall, more than 80 percent of the students in the Medical Office and Office Administration programs scored 80 percent or better on concept and skill assessments associated with various software programs (Windows XP, Internet Explorer 7, Word, Excel, Access, and PowerPoint).

Connected Document
OST 137 Performance Measures

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

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

Computer Literacy
Established in Cycle: 2013-2014
Based on the results from OST 137 final grade point averages, the OST 137 instructors will discuss strategies for teaching the t...

SLO 3: Communicate Effectively

Students will communicate effectively using the conventions of American Standard English and The Gregg Reference Manual in professional and academic environments.

Relevant Associations:

General Education/Core Curriculum Associations

1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
2 Use critical thinking to analyze problems and make logical decisions.
5 Demonstrate computer literacy.

Related Measures

M 3: Communicate Effectively

For A25310, C25310C1, C25310C2, C25310C4, and C25310H1:

What and How: Students in OST 141 Medical Terminology I will analyze scenarios and make logical decisions in medical office case studies. Students will communicate their responses using the conventions of American Standard English.

Why: Students must be able to communicate effectively with customers, employers, and co-workers. By following the conventions of American Standard English, students will display professional communication skills.

When and Who: Instructors for OST 141 will require written assignment that will be evaluated by using appropriate rubrics. The results of the graded assignment will be obtained in the Spring 2013 semester.

For C25310C3:

What and How: Students in OST 143 Dental Terminology will analyze scenarios and make logical decisions in dental office case studies. Students will communicate their responses using the conventions of American Standard English.

Why: Students must be able to communicate effectively with customers, employers, and co-workers. By following the conventions of American Standard English, students will display professional communication skills.

When and Who: Instructors for OST 143 will require written assignment that will be evaluated by using appropriate rubrics. The results of the graded assignment will be obtained in the Spring 2013 semester.

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

Connected Document

WEAVE, 2013-2014 Rubric for Communicate Effectively, OST 141.OST143

Target:

1. 80% of student assignments will score in the acceptable or commendable rating range as defined by the rubric for OST 141. 2. 80% of student assignments will score in the acceptable or commendable rating range as defined by the rubric for OST 143.

Reporting Finding (2013-2014) - Target: Met

1. At least 80% of student assignments scored in the acceptable or commendable rating range as defined by the rubric for OST 141. 2. At least 80% of student assignments scored in the acceptable or commendable rating range as defined by the rubric for OST 143.

Connected Document

OST141.OST143 2013-14 GRADE DISTRIBUTION

SLO 4: Cultural Awareness and Global Awareness

Students will demonstrate socialization skills that support cultural awareness and a global perspective.

Relevant Associations:

General Education/Core Curriculum Associations

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

Related Measures

M 4: Cultural Awareness

For A25310, C25310C1, C25310C3, and C25310H1:

What and How: Students in OST 149 Medical Legal Issues will analyze differing cultures comparing and contrasting varying gestures. Students will also be required to articulate the value of cultural awareness.

Why: Students must be aware of differing cultures and have a global perspective to be successful in the office environment.

Who and When: Instructor(s) for OST 149 Medical Legal Issues will require students to complete an assignment that will be graded using a rubric. OST 149 is offered in the Fall and Spring semesters.

For C25310C2 and C25310C4:

What and How: Students in OST 141 Medical Terminology II will analyze differing cultures, comparing and contrasting varying gestures.

Why: Students must be aware of differing cultures and have a global perspective to be successful in the office environment.

Who and When: Instructors for OST 141 will require students to complete an assignment that will be graded using a rubric. OST 141 is offered in the Fall and Spring semesters.

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

Connected Document

WEAVE, 2013-2014 Rubric for Cultural and Global Awareness: OST 141 and OST 149

Target:

1. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 149. 2. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 141.

Reporting Finding (2013-2014) - Target: Met
1. More than 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 149. 2. More than 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 141.

Connected Document
OST141.OST149 2013-14 GRADE DISTRIBUTION

SLO 5: Quantitative Competencies
Students will demonstrate quantitative competencies.

Relevant Associations:

General Education/Core Curriculum Associations

4 Demonstrate quantitative competencies.

Related Measures

M 5: Quantitative Measurements
For A25310, C25310C1, C25310C2, C25310H1

What and How: Students in OST 148 Medical Coding, Billing and Insurance will perform basic mathematical functions. **Who and When:** Instructors for OST 148 Medical Coding, Billing and Insurance will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. **Why:** Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions.

For C25310C3:

What and How: Students in OST 147 Dental Billing and Coding will perform basic mathematical functions. **Who and When:** Instructors for OST 147 Dental Billing and Coding will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. **Why:** Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions.

For C25310C4:

What and How: Students in HIT 215 Reimbursement Methodology will perform basic mathematical functions. **Who and When**: Instructors for HIT 215 Reimbursement Methodology will require students to complete an assignment demonstrating basic mathematical functions. The assignments will be graded using a rubric. The results of the graded assignments in the Spring 2014 semester. **Why:** Students pursuing positions in the medical office administration field often must perform tasks requiring calculations. Students need to be able to perform basic mathematical functions.

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

Connected Document
2013-2014, Rubric for Quantative Competencies, OST 147.OST148.HIT215

Target:

1. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 148. 2. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for OST 147. 3. 80% of student assignments reviewed will score an acceptable or commendable rating as defined by the rubric for HIT 215.

Reporting Finding (2013-2014) - Target: Met
1. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 148. 2. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for OST 147. 3. At least 80% of student assignments reviewed scored an acceptable or commendable rating as defined by the rubric for HIT 215.

Connected Document
OST147.OST148.HIT215 2013-14 GRADE DISTRIBUTION

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

Computer Literacy
Based on the results from OST 137 final grade point averages, the OST 137 instructors will discuss strategies for teaching the topic more effectively. Emphasis will also be placed on using textbook resources and supplements, such as SNAP, which is an online training and assessment courseware that gives tools to enhance students' learning, assess their success in understanding the skills being taught, and organize and view their assessment results. The students will be encouraged to use FTCC's Success Center.

Established in Cycle: 2013-2014
Implementation Status: Finished
Priority: High

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

Projected Completion Date: 06/2015

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

- Feedback on daily work reflects increased performance in students' production of error-free documents.
- The rubric was beneficial in helping the student understand the objectives of writing a good resume and cover letter. It was obvious that most students critiqued their work by using the rubric before turning in their assignments. As a result, students produced a quality document and attained a higher score.
- The strength of our assessment is that each instructor is aware of the need for incorporating more written and oral communication skills into course assignments and that evaluating students' work not only includes meeting chapter goals/objectives but to include evaluation based on grammar, style, and usage when appropriate.
- Celebrating and understanding diversity equals synergy within the classroom enabling better teamwork and productivity.

What were the weaknesses of your assessment process?

- Adjunct instructors were not trained enough in the use of the Rubrics.
- Rubric was not used to its full potential.
- The lack of adequately incorporating English and communication skills in some courses has prevented some students from producing error-free documents.

What was learned as a result of your assessment process?

- Additional training needs to be done for adjunct instructor use of the Rubrics in the grading of specific assignments.
- Integrating English and communication skills in most courses stressed the importance of creating error-free documents.
- A need for more integration of technology on Blackboard to allow for a more in depht learning process. All faculty will have to attend training to use various programs to enhance student learning. The Connect Learning Management system is being integrated in several courses beginning in the fall of 2014.

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

- Continue to provide feedback and monitor the students' progress towards production of error-free documents.
- The future direction of the department is to continue the process of using rubrics for grading various assignments. The rubric needs to be incorporated more effectively and additional trained to all instructors on the appropriate use.
- The Medical Office Administration Department takes pride in graduating competent students for careers in the health care field. It is the Department's desire to have all students be proficient in their grammar, style, usage, and formatting skills. The Department will continue to give students the opportunity to practice these skills in most classes, even though it might not seem to be part of their course objectives. Instructors will also give feedback so students so that they can learn from their experiences and weaknesses.

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.

Advisory Comm. Minutes (Academic Units)

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

Connected Document

2013 MOA Advisory Committee Minutes

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)

Fayetteville Technical Community College

OST 147 Dental Billing and Coding
148 Medical Coding, Billing and Insurance
and
HIT 215
Assignment Rubric

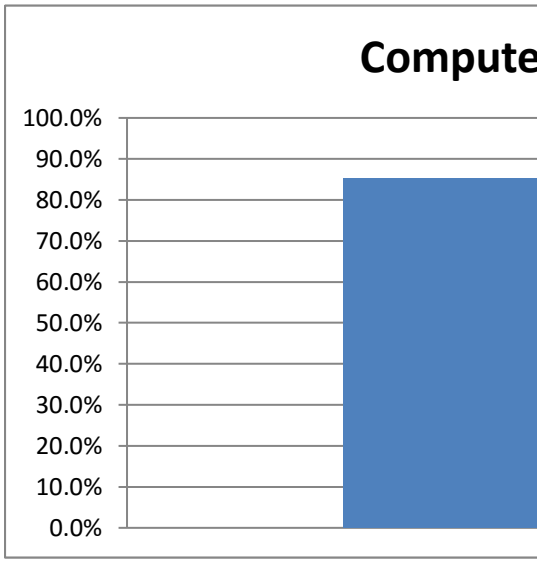
Assessment	Criteria				Points
	4	**3**	**2**	**1**	
Assignment Completeness	All items were attempted.	At least 75% of the items were attempted.	At least half of the items were attempted.	Less than half of the items were attempted.	
Accuracy	All items are correct.	At least 75% of the items are correct.	Between 50% and 75% of the items are correct.	Less than half of the items are correct.	
Demonstrated Knowledge	Shows complete understanding of the questions, ideas, and processes.	Shows substantial understanding of the questions, ideas, and processes.	Shows some understanding of the questions, ideas, and processes.	Shows a complete lack of understanding of the questions, ideas, and processes.	
Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Vaguely meets the requirements of the problem.	Does not meet the requirements of the problem.	
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	
				Total	

Students who completed OST 243 SPRING 2011 >= 75%

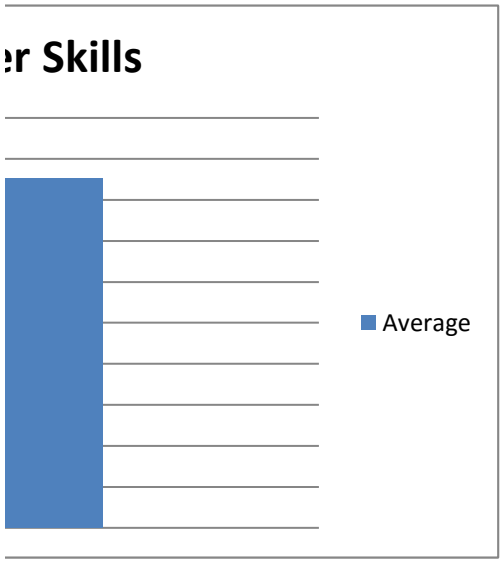
Individual Student Final Score	Final Grade
87.83%	B
89.56%	B
83.55%	B
86.26%	B
69.28%	D
87.62%	B
70.90%	D
84.64%	B
92.97%	A
91.16%	A
79.10%	C
78.62%	C
89.54%	B
91.11%	A
89.48%	B
82.61%	B
78.97%	C
87.67%	B
82.93%	B
91.69%	A
84.40%	B
74.65%	C
88.47%	B
89.24%	B
89.22%	B
71.17%	D
83.65%	B
90.68%	A
70.07%	D
86.66%	B
86.63%	B
91.57%	A
80.35%	C
84.45%	B
78.51%	C
91.75%	A
88.95%	B

Average|189331		Grade	TEST 1 (Windo	Test Excel|339	TEST ACCESS|3393	Test PowerPoint
	95%	A	100	100	100	100
	95%	A	100	100	92	92
	94%	A	97	96	90	98
	85%	B	84	94	84	92
	23%	F	50	50	34	44
	83%	C	63	94	82	76
	84%	C	70	60	100	100
	96%	A	90	96	100	96
	94%	A	80	98	90	98
	85%	B	94	64	72	78
	77%	C	70	54	96	76
	96%	A	87	100	100	94
	100%	A	100	100	100	100
	87%	B	94	64	68	82
	78%	C	87	86	98	100
	93%	A	90	90	82	80

Average	**85.3%**
Count	**16**
Count Passing 80% or higher	**13**



: **(Sections 1-3)|339343**



Term: 2013F

Course	ShortTitle	Cred.	Instructor	A	B	C	D	F
OST-137-	Office	3	Mullis,	5	7	6	4	2
OST-137-	Office	3	Mullis,	5	1	1	6	3
OST-137-	Office	3	Mullis,	2	4	5	1	1

=A

I	P	S	U	W	WF	WP	Other
0	0	0	0	6	0	0	0
0	0	0	0	6	0	0	0
0	0	0	0	8	0	0	0

Term: 2014S

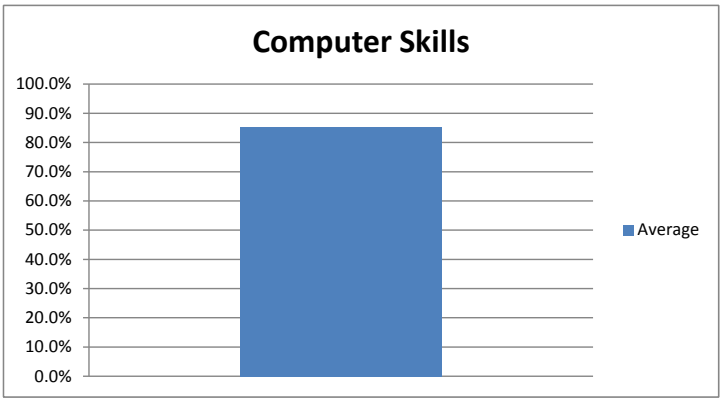
Course	ShortTitle	Cred.	Instructor	A	B	C	D	F
OST-137-	Office	3	Mullis,	6	4	3	2	4
OST-137-	Office	3	Tant,	4	3	6	1	4
OST-137-	Office	3	Mullis,	3	5	9	2	1
OST-137-	Office	3	Tant,	6	3	0	0	0

SP

Other	I	P	S	U	W	WF	WP
0	0	0	0	0	11	0	0
0	1	0	0	0	7	0	0
0	0	0	0	0	3	0	0
0	0	0	0	0	2	0	0

Average|189331	Grade	TEST 1 (Windov	Test Excel|339	TEST ACCESS|3393	Test PowerPoint (Sections 1-3)|339343
95%	A	100	100	100	100
95%	A	100	100	92	92
94%	A	97	96	90	98
85%	B	84	94	84	92
23%	F	50	50	34	44
83%	C	63	94	82	76
84%	C	70	60	100	100
96%	A	90	96	100	96
94%	A	80	98	90	98
85%	B	94	64	72	78
77%	C	70	54	96	76
96%	A	87	100	100	94
100%	A	100	100	100	100
87%	B	94	64	68	82
78%	C	87	86	98	100
93%	A	90	90	82	80

Average	**85.3%**
Count	**16**
Count Passing 80% or higher	**13**



Fayetteville Technical Community College

OST 141-Medical Terminology I
OST 143-Dental Terminology
Assignment Rubric

Assessment	Criteria				Points
	4	**3**	**2**	**1**	
Assignment Completeness	All items were attempted.	At least 75% of the items were attempted.	At least half of the items were attempted.	Less than half of the items were attempted.	
Accuracy	All items are correct.	At least 75% of the items are correct.	Between 50% and 75% of the items are correct.	Less than half of the items are correct.	
Demonstrated Knowledge	Shows complete understanding of the questions, ideas, and processes.	Shows substantial understanding of the questions, ideas, and processes.	Shows some understanding of the questions, ideas, and processes.	Shows a complete lack of understanding of the questions, ideas, and processes.	
Requirements	Goes beyond the requirements of the problem.	Meets the requirements of the problem.	Vaguely meets the requirements of the problem.	Does not meet the requirements of the problem.	
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.	
				Total	

GRADE DISTRIB

Course	ShortTitle	Cred.	#Sections	A	B	C	D
OST-141	Medical Terminology	3	6	53	30	20	6
OST-143	Dental Terminology	3	1	3	6	9	3

SUTION 2013-14

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Fayetteville Technical Community College

OST 149 Medical Legal Issues
and
OST 141 Medical Terminology I
Assignment Rubric

Assessment	Criteria				Points
	4	**3**	**2**	**1**	
Assignment Completeness	All items were attempted.	At least 75% of the items were attempted.	At least half of the items were attempted.	Less than half of the items were attempted.	
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				Total	

GRADE DISTRIB

Course	ShortTitle	Cred.	#Sections	A	B	C	D
OST-141	Medical Terminology	3	6	53	30	20	6
OST-149	Medical Legal Issues	3	5	31	16	11	15

SUTION 2013-14

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Fayetteville Technical Community College

OST 147 Dental Billing and Coding
148 Medical Coding, Billing and Insurance
and
HIT 215
Assignment Rubric

Assessment	Criteria				Points
	4	**3**	**2**	**1**	
Assignment Completeness	All items were attempted.	At least 75% of the items were attempted.	At least half of the items were attempted.	Less than half of the items were attempted.	
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				Total	

Fayetteville Technical Community College

Committee/Subcommittee: Advisory Committee

Meeting Minutes

Date: Friday, December 6, 2013

I. Call to order
   A. Denise DeDeaux called the meeting to order.
   B. The date of the meeting was December 6, 2013; the time was 11:30 a.m., and the meeting was held at FTCC, ATC 219.

II. Roll call
   A. The following committee members were present: Andrea Dickerson, Crystal Black, and Tanja McIntosh
   B. The following guests were present: Deborah Gause, Brandy Strickland, Kelly Strickland, Juliette McCullough, and Katherine Pugh.

III. Approval of minutes from previous meeting
   A. Denise DeDeaux distributed the minutes from the previous meeting.
   B. ☒ The minutes of the previous meeting were approved as read.
      ☐ The minutes of the previous meeting were approved as read but with recommended changes (formatting, grammar, punctuation) that do not materially affect the content of the minutes.
   C. The following content changes to the minutes were recommended:
      1. N/A
      2.

IV. Old business
   A. Discussion/update of the following open items occurred:
      1. The format for the Annual Program Review and Assessment for 2014-2015 is being updated to request and provide more detailed information in an effort to identify the areas of greatest needs for each program area. The program review and assessment addresses the need to develop and maintain continuous improvement processes for both the student and department.
      2. The Medical Office Administration curriculum changes for Fall 2014 have been submitted for approval. The change reflects the college mandated change to 65 credit hours. To allow for this to take place, the major elective pick list requirement was decreased from 9 to 7 credit hours. This prevents having to remove any additional classes from the program. The certificate for high school students through High School Connections is still a success.

3. Students are continuing to successfully register themselves for classes using WebAdvisor. As advisors, we still strongly encourage students to seek advisement before registering for classes to be sure that they are in sequence and are registering for necessary prerequisites.
4. OST 080 is no longer being offered since it is a developmental course but not supported by financial aid. OST 130 and OST 132 are currently being offered at Spring Lake and on main campus. OST 131 will replace OST 130 in the fall.
5. FTCC continues to offer classes online in three different formats:
    1. In the traditional format, the entire course is completed online.
    2. In the hybrid format, at least 51% is completed online and the remainder is completed face-to-face.
    3. The Web-assisted format is more flexible in that it is determined by the instructor how much of the course work is online and how much is face-to-face.
6. There are currently two full-time Medical Office Administration faculty; however, the number of adjunct faculty has grown from five to ten. We are continuing to look for additional qualified adjunct instructors due to the continued growth of the program.
7. Student enrollment in Medical Office Administration for 2013-2014 is close to 400 students.

B. Discussion/update of the status of the following action items occurred:
    1. Action item ; the status of this action item is .
    2. Action item ; the status of this action item is .

V. New business
A. Discussion of the following new business occurred.
    1. The health programs area is adding Medical Terminology classes to their high school and EMS programs. This is allowing for additional sections as well as increase in student enrollment for MOA.
    2. The Cooperative Education Department has made a state-wide change. The course will no longer be called COE, but WBL, Work-Based Learning. This does not affect how our program is handled, it is mainly just a cosmetic change in the title.
    3. Additional courses were added to the major elective pick list in the updated MOA Educational Plan to include several Office Administration classes as well as First Aid and CPR.

This will allow students more choices and benefit our sister program, Office Administration.

B. Discussion of new action items occurred.
   1. Action item ; this action item was assigned to ; this action item should be completed or an update provided by .
   2. Action item ; this action item was assigned to ; this action item should be completed or an update provided by .

C. Summary of today's new action items occurred.

VI. Next meeting: Tentatively, November 2014.

VII. Adjournment – meeting facilitator Denise DeDeaux closed the meeting at 2 p.m.

Minutes prepared by: Deborah Gause, Medical Office Administration Adjunct Instructor
Denise DeDeaux, Department Chair, Medical Office Administration

Fayetteville Technical Community College

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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

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

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
1.1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)	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) 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) 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) Marketing & Public Relations Department Information Released: 1) Press Releases - 25 Postings 2) Facebook Releases - 205 Postings - Likes increased from 1,430 to 3,541 3) Twitter Releases - 336 Postings - Followers increased from 21 to 222 - Example/US Department of Veteran Affairs

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	* 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 - Company Page - 1,091 Followers - College Page - 6,667 Followers 5) Blog - 15 Postings - 18 Followers 6) Instagram - 21 Photos Posted - 23 Followers 7) Google+ (new site) - 1,559 Views - 2 Followers 8) YouTube (Media Services) - 71 Subscribers (Marketing & Public Relations) FTCC Media Services produced public relations, marketing, promotional and informative media to inform and educate an adult audience. (Media Services)

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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Produced and hosted 24 (two per month) "FTCC Community Spotlight" radio shows on the WIDU AM radio network. (Success Center) 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) Career Counseling participated in a UNC-CH videography on FTCC C-STEP student's successes and who completed an internship in Switzerland. (Student Services).
1.2 Use the Educational TV channel to provide timely information/programming to the community (2)	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. 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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	College: FTCC's Economic Impact on Our Region," and six new FCE-TV Channel Identification videos. (Media Services) Once a month: Punto de Encuentro and FTCC and You. (Continuing Education) 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) Barbering Program was highlighted in Continuing Ed informational commercial. (Continuing Education) The Small Business Center created an infomercial and utilized the educational TV channel to promote the Small Business Center services. (Continuing Education) An informational piece on MOS Program was provided to FECTV. (Military Programs)
1.3 Partner with community organizations to connect students to potential employers (3)	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) The Workforce Development Business Services Representative/On-the-Job Training Coordinator met and partnered with over 40 businesses and

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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) Conducted Annual Employer Survey in Spring 2013. 100% would hire more FTCC graduates. (HR/WFD/IE) 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) FTCC partnered with Cumberland County, Cumberland County Schools, UNC Pembroke, FSU to provide educational and informative programming for students and the community. (Curriculum) Procurement Manager connected Workforce Development with management at the Cameo Theatre to connect students with potential job opportunities. (Business & Finance) In partnership with Career Step, we offered optional externships with CVS/Walgreens for students in the “Working in the Pharmacy” program.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	(Continuing Education) Provided HRD classes for those specifically seeking employment at the following plants: Smithfield, Mountainair and Prestige Farms. (Continuing Education) 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) 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) 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) Industry Services partnered with Workforce Development and the Employment Security Commission. (Continuing Education) Developed an English Education Pre-Major; and liaisoned with Cumberland County Public Schools and the Fayetteville

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Observer to place students in Work-Based Learning internships. (Curriculum) 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) Provided a paralegal reception at the Cumberland County Courthouse. (Curriculum) 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) Spring Lake received 25 scholarships at $1000 for FTCC graduates marticulating to FSU. (Curriculum)
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)
	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) 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) 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) 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
1.5 Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)	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) Utilized grant funding through the Foundation for bus passes to improve student retention in the HRD program. (Continuing Education) 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) 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) 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.

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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)	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) Provided on-demand HRD daytime and evening classes designed specifically for both adult and young WIA participants. (Continuing Education)
1.7 Reduce the number of students testing into developmental classes. (1, 2)	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. Offered 15 Academic Review classes to prepare students for post secondary

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	education. (Continuing Education) 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) Provided additional refresher training in English and Mathematics to military students and dependents. (Military Programs) Admissions implemented an ACCUPLACER Prep program for new students. (Student Services)
1.8 Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)	Institutional Effectiveness created web-based course evaluations and downloaded the results during the 2013-14 academic year. (HR/WFD/IE) Student course evaluations were administered every semester at every level of DRE and ENG. (Curriculum) Administered end-of-course student evaluations for both traditional and distance learning courses. Evaluation forms were updated upon the need. (Continuing Education) 100% of all College and Career Readiness students meeting enrollment requirements completed course evaluations. (Continuing Education)

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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	1. Financial reasons-36.26% 2. Family/Personal reasons-20.88% 3. Relocated-12.09% (IE) 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)
1.10 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)	Institutional Effectiveness administered the Annual Graduate Survey to assess satisfaction rates for courses and programs of study from January to May 2014. 1. Instruction in program area courses 94.6% 2. Overall quality of academic program 95.4% (IE) Administered a Graduation Survey through Survey Monkey to secondary education graduates. (Continuing Education) Annual graduate surveys were performed to submit findings to COAMPS Accreditation for National Registry Paramedic. (Continuing Education) 100% end of course evaluations were conducted in Industry Services.

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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)	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) This was done by the manager through WEAVEonline. (Print Shop) Maintained an assessment plan for quality enhancement. (Administrative Services) Utilized organizational plans to improve efficiency. (Plant Operations) 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) 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.

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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
1.12 Create and administer a professional development program to support academic quality for student success. (1-6)	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) The Human Resources Office coordinated 54 Professional Development sessions covering 32 different topics including: 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),

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	PeopleAdmin for Hiring Mangers, Workplace Ergonomics and Office Safety, Prevention of Sexual Harassment (6), Multiple Intelligences to Promote Metacognition in the Online Learning Environment (2) (HR) Technical Innovations and Applications offered professional development webinars and workshops on the following topics: • 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 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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	participated in the CASAS training/certification. (Continuing Education) Conducted instructor training for EMS instructors to help improve courses and quality of instructing for student success. (Continuing Education) Small Business Center offered professional development training to the business community and college faculty and staff. (Continuing Education) Business Services provided computer training for FTCC faculty and staff. (Continuing Education) Implemented curriculum faculty teaching, technology, and field specific professional development workshops. Faculty (curriculum) attended the following workshops: • Course Redesign • Veterans On Campus • Blackboard Rubric, • Blackboard Retention Center • Student workshops (Curriculum) Conducted division-wide Peer Teaching Rounds. Created and administered a training session for select counselors on how to register DMA/DMS students.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Provided student mentoring. Conducted three Dress for Success Workshops for students and one Professional Language Workshop for FTCC SGA. (Curriculum) 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) 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) Career Couseling 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
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)	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. Insitutional 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) 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) 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) Conducted two EMS Advisory meetings annually to identify and benchmark

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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)	Various members of Insitutional Effectivness 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) 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) FTCC Foundation Executive Director completed Leadership Fayetteville through the Chamber of Commerce this period.(Foundation) 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) Technical Innovations and Applications Director is on the Executive Board of the NCCCS Virtual Learning Committee (VLC) and the North Carolina

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Community College Association for Distance Learning. Encouraged staff to join memberships. Director of Facility Services-ACCFO. Grounds Department-Turfgrass Council of NC. (Plant Operations) Business Office memberships include: ACCBO, AICPA, IMA, NACUBO, NACS, NCACPA, NCAEOP Faculty (curriculum) hold professional memberships in NEA, NCTE, TCYA, NCADE, and NCCFA. 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 Relgion (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.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Council of Colleges and Military Educators; Service members Opportunity Colleges. (Military Programs) Student Services active memberships include: NC AHEAD (Special Populations Counselor), NCAEOP and NASW (Senior Secretary for Special Populations) (CC) NC3SDPA membership. (Student Services) 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) 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
1.15 Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5, 6)	HR/WFD/IE Staff attended relevant activities. FTCC Foundation has worked with Public Relation and Marketing and directly with media outlets to promote its events and activities. (Foundation) Marketing & Public Relations Department Information Releases- 1) Press Releases - 25 Postings 2) Facebook Releases - 205 Postings - Likes increased from 1,430 to 3,541 3) Twitter Releases - 336 Postings - Followers increased from 21 to 222 - Example/US Department of Veteran Affairs * 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 - Company Page - 1,091 Followers - College Page - 6,667 Followers 5) Blog - 15 Postings - 18 Followers 6) Instagram - 21 Photos Posted

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	- 23 Followers 7) Google+ - 1,559 Views - 2 Followers 8) YouTube (Media Services) - 71 Subscribers (Marketing &Public Relations) 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. Technical Innovations and Applications Director is a member of the Cape Fear Kiwanis Club. All staff members were encouraged to participate in service to their community and at college activities. (Print Shop) Staff members participated in community services and College activities (Plant Operations) Senior VP for Business & Finance serves as the President designee for the

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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. 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) Participated in Center for the Blind, Vocational Rehabilitation, Alliance, Catholic Charities, and Urban Ministries. (Continuing Education) Participated annually in paramedic competition, airport disaster events and Cape Fear Valley Hospital disaster event. (Continuing Education) Listened to student needs to redirect them to the appropriate class which they would benefit taking for a possible job. (Continuing Education)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Time was provided for industry services staff members to participate in services and activities, (i.e. parent/teacher conferences, golf tournaments, etc.) (Continuing Education) Conducted health fair on campus in collaboration with other community agencies to serve over 700 students, faculty/staff, and community members. (Curriculum) Ongoing tours of the program areas and presentations at local schools. (Curriculum) 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Provided presentations to local Kiwanis group. Supported the All American Marathon/Half Marathon, and 3M Hire Heros Program. (Military Programs) 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) Spring Lake continued collaboration with FSU and Links, Inc. (Student Services) • 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)
	• 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 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)
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)
	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. Staff members are taking classes. (Plant Operations) 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. 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) 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) Several faculty currently enrolled in higher degree programs to include doctoral degrees. (Curriculum)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	219 full-time and part-time instructors have completed the Excellence in Teaching course (EIT). (Curriculum) 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) Faculty have completed the following: the President's Leadership Institute; Department Chairs Institute; CEU seminars/workshops for legal, dietitian, and CPA licenses. (Curriculum) A faculty member received 18 graduate hours in Geography and can now teach this discipline. (Curriculum) Two staff members completed their Master's degrees; one is currently pursuing a Doctorate. (Success Center)
1.17 Encourage Return to Industry Training. (1, 2)	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. Industry Services staff has revisited local industries to become more familiar

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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 collabration 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)	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. Continued to create Online EMS courses to stay competitive with other community colleges. (Continuing Education) Audited of 100% of online health and computer technology programs reveals compliance with template. (Curriculum) 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)
1.22 Increase Co-op and intern work opportunities for students (1, 2, 3, 6)	FTCC Foundation has shared internship and co-op opportunities with Systel and connected the contact with the department. 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 Contol. The Business office hire an FTCC student from the Office Technology program as a PT Secretary.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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) 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) Worked with Cumberland County Paralegal Association in placing LEX students. (Curriculum) Networked with local employers to create additional Co-Op opportunities. (Curriculum) Class tours of local businesses were conducted (i.e. Culinary, HMT) Invited local professionals to attend functions to meet students (i.e. Culinary) (Curriculum) Career Couseling sent 30 referrals to the Co-Op office for possible internship opportunities. (Student Services)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
1. 23 Provide a safe and secure learning environment. (6)	HR/WFD/IE updated their portion of the COOP Plan and evaluated its successful implementation processes. Public Safety and Security is committed to providing a safe and secure learning enviornment 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. Satisfaction survey results for 2013 are listed below: Security - 81.2%, Print Shop (Internal Survey) - 99.1%, Ground/Maintenance - 92.7%, Housekeeping - 87.7% Maintained a safe and secure learning environment as documented in Annual Crime Report. (Administrative Services) 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. Purchased updated equipment for the Motorcycle classes and Culinary Arts classes to encourage learning in a clean and safe environment. (Continuing Education) Processed work orders within 24 hours of request in order to have repairs completed in a timely manner. (Continuing Education)

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

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

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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	Accomplishments (July 1, 2013-June 30, 2014)
2.1 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service. (1-5)	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) 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) Marketing & Public Relations Department • 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) 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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) Print shop staff conducted bi-monthly meeting to discuss customer service. (Print Shop) All Public Safety and Security staff attended a customer service professional development class during this reporting period. (Public Safety & Security) Provided Customer Service Training to staff members Reorganized security staffing to improve quality of service. (Public Safety & Security) Provided professional development classes to improve employee knowledge Conducted office call training with new employees emphasizing customer service. (Administrative Services) Ensured that staff went to Customer Service Training. Gave Professional Development classes for departments. (Plant Operations) All Business and Finance employees have attended the Customer Service

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Behavioral Styles and the Platinum Rule class as part of their Professional Development. (Business & Finance) 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) 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) Industry Services faculty and staff attended professional development workshops related to customer service. (Continuing Education) Beyond teaching and advisement, faculty provided workshops to address students' key academic areas, as well as providing scheduled hours for Academic Coaching. (Curriculum) Faculty utilized student retention tools, such as the Blackboard Retention

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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 deparmental meetings, departmental seminars, individual conferences, and annual evaluations. (Curriculum) Modeled good customer service in an effort to demonstrate how it can be done. (Curriculum) Participated in FTCC sponsored customer service training. (Military Services) Conducted customer service professional development workshops at Ft.Bragg Center. (Military Services) 62 Student Services staff completed MKT-223 Customer Service class. (Student Services) High School Connections Office included customer service question in recent hiring process to find a new Senior Secretary for the progam. (Student Services)
2.2 Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)	Offered a Workplace Eronomics and Office Safety professional development class and encouraged attendance. (HR/WFD/IE)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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) 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) 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) Conducted monthly walk through of facilities with contractors emphasizing high quality of maintenance. (Administrative Services) 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) The Benefits Specialist worked directly with the OSHA Coordinator to make improvements to campus safety. (Business and Finance)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	The Business Office worked with Grounds and Maintenance to maintain budget for a safe and secure campus. (Business and Finance) Property Control disposed of chemicals no longer needed on campus. (Property Control) Submitted annual building evaluations to address classroom needs. (Continuing Education) Purchased updated equipment for various departments to encourage learning in a positive environment. (Continuing Education) Processed work orders within 24 hours of request in order to have repairs completed in a timely manner. (Continuing Education) Received positive evaluations from the students/faculty on classrooms and turn-around time for repairs. (Continuing Education) The grounds technicians and security were available when needed. (Continuing Education) 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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
2.3 Resolve customer needs with minimal referral to others. (3)	HR/WFD/IE staff resolved customer needs with minimal referral to others. (HR/WFE/IE) 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) FTCC Media Services worked to meet and exceed customer expectations in a timely manner. All customer needs were funneled through the manager and then to the technician best suited for the task. (Print Shop) 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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	lowered as result. Payroll used Web Advisor to reprint W-2 forms. (Business and Finance) 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) 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) Handled all walk-in customers as expedient as possible with few referrals. (Continuing Education) Health Admissions Center established serving the needs of health students in one area. (Curriculum) 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) To reduce referrals, Student Services started Friday afternoon cross-training

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	sessions to educate all areas within Student Services. (Student Services) Approximately 22,550 customers were assisted by One Stop staff. (Student Services)
2.4 Answer the phone within 3 rings. (1-5)	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) FTCC Foundation incorporated this along with a call forwarding plan for when staff are away from the desk. (Foundation) Marketing & Public Relations Department • 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) FTCC Media Services responded immediately to requests via e-mail, phone calls, technical support, event support and documentation. (Media Services)

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	This has been implemented by our print shop staff. (Print Shop) 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) The Business Office answered the phones within three rings. (Business & Finance) Customers were served well as employees answered calls immediately when present and returned all voice mails within a 24-hour period. (Continuing Education) All Industry Services staff maintained close proximity to phones and if unanswered, the phones rolled over to other staff members to answer. (Continuing Education) 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) New phone procedures were implemented through the FTCC call center. (Military Programs)

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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)	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 Effectivness 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) 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) 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) The Benefits Specialist sent monthly Benefit emails to employees. The Bookstore sent emails with calendar and sales information. The Assistant AR

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Manager provided a list of Business Office contacts and duties to various departments on campus. 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) Provided cross training within Business Services and throughout the Center for Business and Industry. (Continuing Education) New hires were given a general college orientation. (Continuing Education) Industry Services staff members were updated regarding activities held at the college. (Continuing Education) 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) Continual workshops and information sessions were conducted from and to other FTCC staff sections. (Military Programs) The library taught 91 orientations affecting approximately 50 faculty and 1,345

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	students. (Library) Presented Professional Development on Special Populations. (Student Services)
2.6 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)	The Human Resources Office implemented the PeopleAdmin electronic application system to eliminate the need for applicants to come to office. (HR) Enhanced the College Social Media presence. (Marketing & Public Relations) 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) 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) MIS Programming staff completed the automation and linkages for the DocEFill

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	project to allow Financial Aid students to submit paperwork without coming to campus.(MIS) 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) Installed five SMART boards and received training for approximately 10 CCR instructors on the new technology. (Continuing Education) Offered online registration for classes. (Continuing Eduction) Small Business Center had on-line registration for counseling and seminars. (Continuing Education) Checked Datatel to see if a class is full or has been canceled. Placed calls to notify students that calls are full. (Continuing Education) Health admissions moved the application process to online. (Curriculum) The library instituted a single sign on the system and a single search model to

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	eliminate the confusion involved with searching hundreds of databases with multiple passwords. (Library) 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)
2.7 Triage lines to move customers to appropriate College locations quickly. (3, 4)	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) 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) 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) 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)
2.8 Ensure signage is visible, adequate and accurately directing visitors to correct locations. (3, 4)	HR/WFD/IE had appropriate visible signage. (HR/WFD/IE) FTCC Foundation incorporated sign placement and balloon purchases for

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

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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)	Institutional Effectiveness included interview questions related to customer service when hiring a part-time Senior Secretary in January 2014. (IE) 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) FTCC Foundation initiated customer focus as part of their interview process since new Executive Director arrived in August 2012. (Foundation) 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) Public Safety and Security required multiple customer service focused questions be used in the two hiring panels conducted during this reporting period. (Public Safety & Secuity) All hiring managers included one or more questions regarding customer service. (Plant Operations)

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	The Business Office ensured that all hiring managers included at least one customer service question in all interviews. (Business & Finance) 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) The library was very customer service focused. Our recent hire had three out of ten customer service focused questions. (Library) Customer service questions included in all hiring interviews for positions at the Fort Bragg Center. (Military Programs)
2.10 Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)	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) Public Safety and Security established an Employee of the Quarter recognition program for the department starting July 2013. (Public Safety & Security) Employees took Professional Development classes for Customer Service, so

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	that everyone can be of help in different ways. (Contining Education)
2.11 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)	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) 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) 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) Faculty and Staff in the Academic & Student Services Division participated in the surveys sent out by the Institutional Effectiveness Office. (Curriculum) Conducted regular evaluations on courses, instructors, and staff members, responding to needs within a 24-hour period. (Continuing Education) Small Business Center conducted annual surveys to all attendees and clients to assess seminar content, counseling assessments, presenter knowledge, and customer satisfaction. (Continuing Education)
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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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
customer services standards and expectations. (1-5)	attendance. (HR) 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) Media Staff provided SmartBoard and Camera Capture classes as professional development opportunities for instructors. All print shop staff members participated in the customer service classes provided this reporting year. The Public Safety and Security staff attended a customer service professional development class during this reporting period. Created professional development classes to educate employees on F-11, work orders, and room/vehicle reservations to meet higher standards. (Plant Operations) 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)

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	Math depatment created and administered a training session for select counselors about how to register DMA/DMS students. Four counselors attended. (Curriculum) FTCC Customer Service Training was conducted. (Curriculum) Roundtable discussions and information sessions on customer service conducted at the Fort Bragg Center. (Military Programs)
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)	Institutional Effectivness 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 discloure mandates. 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. The Human Resources Office in conjuction with Institutional Effectiveness

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4. Achieve 90% satisfaction rate on customer service survey.
5. Consistency of service and information will be maintained across the College.

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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. 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. 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. FTCC Media Services provided assistance and technical support to the Webmaster, including video clips posted on the server, photographic support and logo creation. The FTCC Media Services Online Audio Visual Request Form was officially launched in January of 2013 and is now being used regularly now. 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.)

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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Staff created Service Portal for MIS, Media Services, and Facility Services on non-operational equipment or emergencies. (Plant Operations) Small Business Center kept the Small Business Center website updated to inform the business community about seminars and events. (Continuing Education) The math department is in the process of completing their math website . (Curriculum) The library redesigned its website to ensure students receive the most pertinent information. (Library) A new Military Programs website, supporting students, will be operational no later than June 16, 2014. (Military Programs) Student Services developed and re-designed the webpage for easier student use. (Student Services)
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)	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)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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. 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. DDI is being utilized with hiring procedures. (Plant Operations) 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. Conducted equal employment opportunities in hiring process using DDI targeted process. Department hiring processes follow college procedures. (Continuing Education) STAR criteria are used throughout the DDI Interviewing process. At least one customer service question is required for interviews. (Curriculum) One or more DDI customer service STAR criteria is included during each hiring interview. (Military Programs)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
2.15 Include quality customer service and support as a measured item on annual performance appraisals. (5)	All appraisals included comments related to customer service support. (HR/WFD/IE) 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. This will was done within on our 2014 print shop evaluations. All Public Safety and Security employees are measured on providing quality customer service and support during their annual performance appraisal. Business Office included quality customer service and support as a measured item on annual performance appraisals. 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) Quality customer service is part of the Employee Performance Appraisal, however, it is not one of the critical measures. (Curriculum) All library employees are evaluated on customer service skills. (Library)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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)	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. 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 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. An emergency application for smartphones has been identified and is being implemented to provide immediate accees to information assisting employees with relevant information on emergency procedures in accordance with the college plan.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Conducted Emergency Notification System Checks to familiarize personnel with system and test operations. (Administrative Services) 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) The Business Office reviewed and updated the COOP Plan annually. Training, workshops, and reviews of existing Continuity of Operations plans were conducted throughout the year to ensure compliance and readiness. (Military Programs)

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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)
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)	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. 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. The Director of Media Services planned and prepared budget decision packages in a timely manner based on research, technical knowledge, and institutional goals. MIS has a very complex budget package which was completed and submitted prior to the due date. The print shop manager handled this assignment and reviews different equipment for its needs and costs. Prepared and submitted timely budget decision packages. (Administrative Services)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Utilized budget decision packets for support. (Plant Operations) The Business Office submitted budget decision packages as needed for the office. Submitted all equipment requests by the requested deadline. (Continuing Education) Prepared budget packages for computer equipment and new Tallywood location equipment. (Continuing Education) Career Counseling completed budgetary outline for C-STEP annually. (Student Services)
3.2 Ensure appropriate communication among affected areas. (1, 2, 4)	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 Effectiviness 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. FTCC Foundation provided Finance and Investment Committee meeting notices, invitations, and materials to Senior Vice President of Business and

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Finance and the President of FTCC in addition to its board members. Timely and appropriate documentation occured as needed for fiscal compliance with state and federal entities overseeing nonprofits. 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. 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 Established renovation and construction priorities to utilize limited resources. (Administrative Services) Purchased new radios for communication across campus departments. (Plant Operations) 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.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Conducted regular staff meetings and provided information via email and phone calls in a timely manner. Supported the development of a newsletter. (Continuing Education) Career Counseling submitted appropriate request of funding for C-STEP funds through appropriate chain of command. (Student Services)
3.3 Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)	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. Marketing & Public Relations Department - Completed and submitted 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. The Print Shop manager reviewed the monthly reports and made any recommendations as needed. Monthly budget reports were monitored and mid-year budget reconciliation were accomplished. (Plant Operations)

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Mid-year budget revisions are due in January each year. Monthly expenditure reports were done monthly and communicated to appropriate individuals. (Business Office) Monitored monthly expenditures and kept staff informed of budget status. (Continuing Education) Small Business Center submitted mid-year budget report to the System Office on or before deadline. (Continuing Education) The library consistently monitors its budget and products to ensure the highest quality for the money. (Library) The Academic & Student Services Division monitors their individual budgets. Mid-year budget revisions are provided in January each year.
3.4 Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)	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. 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.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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. Attended quarterly meetings throughout the state for Fire EMS, and Law Enforcement to compare hiring scale to stay comparable with the market. (Continuing Education)
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)	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. 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.

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	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. Coordinated with all levels of the College to project future facility needs. (Administartive Services) Coodinated at all levels to project future construction budget needs. (Plant Operations) 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. The library annually surveyed the faculty for suggested curriculum support materials to which the library has purchased 99% of their suggested materials. Provided equipment requests within the requested time period. (Continuing Education)
3.6 Standardize technology across the campus to reduce maintenance cost and maximize	MIS continued to produce and publish a minimum hardware cofiguration 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)	recommended replacement for those technology items that no longer met our minimum specification. 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 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. Siemens Electronic control devices for heating/cooling systems were standardized to reduce costs and maximize operations. (Administrative Sevices) Siemens controls have been implemented as standard systems controls. Lighting upgrades have been added. (Plant Operations) 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.
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)
	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. 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. 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) Technology resources were cross-leveled between SLC, FTCC, and Fort Bragg offices/classrooms. (Military Programs)
3.8 Communicate the College's needs to the FTCC Foundation. (2)	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. Marketing & Public Relations Department - Assisted Foundation with Marketing and Public Relations needs

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

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

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

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
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)	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. 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) Submitted AMA classes for consideration to be counted toward curriculum credit in the FTCC curriculum Business area. (Continuing Education) Per employer request, curriculum EMS program implemented industry specifc certifications, including PALS and ACLS into curriculum. (Curriculum) Request submitted for permission to assess the need for Medical Assisting program within curriculum. (Curriculum) Nursing Assistant Diploma approved for implementation Fall 2014, allowing students to receive financial aid for curriculum NA program. (Curriculum) EMS major curriculum review approved to be implemented Fall 2014. (Curriculum) Pilot for Pre-Health Academy at SLC implemented in Spring 2013. Preparations made for full implementation Fall 2014. (Curriculum)

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

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

Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	Instructional Service Agreement with Johnston Community College adapted to move program to JCC to increase consistency/eliminate duplicate work. (Curriculum) ISA's for Funeral Service Education revised to support additional partner and provide consistency. (Curriculum) Used employer survey data to determine needs to help guide development of Writing Lab. (Curriculum) Mapped AMA courses taught in Continuing Education with curriculum courses. (Curriculum)
4.2 Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)	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. Utilized work study students to provide on the job training and experience in staff support areas. Provide maintenance system orientation to HVAC students on College systems (Administrative Services) Needs assessment surveys are being conducted for the following programs: • Cosmetology instructor • Esthetics

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2. Establish an effective job placement office.
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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)
	• Gunsmithing • Broadcasting & Production Technology • Medical Assisting • Global Logistics & Distribution Mgt Tech. 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) The Industry Services Director and Coordinator met regularly with area industy representatives. (Continuing Education)
4.3 Expand the use of customized industry training funds. (1, 3, 4)	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) 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)
4.4 Engage with the Economic Alliance in the recruitment, expansion and retention of	Whenever the Economic Alliance had a prospective business that may locate in Cumberland County, Jim Lott and Edith Edmond met with the company to

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

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

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)	• 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: ○ 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: ○ Achieved 20,576 business and 40,359 individual users (25 JUN 14)

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

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

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

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)
	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)	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) Created Basic Skills Plus Career Pathway for College and Career Readiness students. (Continuing Education) 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) 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.

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
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1. Strengthen economic development in the service area.
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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	(Curriculum) Supported Pre-Health Academy at SLC. (Curriculum) Worked with Sandhills Consortium (Cumberland, Hoke, Moore, Robeson, Richmond County schools) to develop pathway for Logistics and Distribution Management. (Curriculum) Coordinated pathways to FSU for business students. (Curriculum)
4.7 Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)	FTCC Foundation has engaged new and re-engaged existing scholarship donors within curriculum. Additionally, significant high school awards are being used as recruitment tools. 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. 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) 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

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Strategies	Accomplishments (July 1, 2013-June 30, 2014)
	of entry-level training classes and programs. (Continuing Education) 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) Grant funding for GlaxoSmithKline(GSK) converted to scholarships for STEM students. eleven scholarships were awarded. (Curriculum)

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
Fayetteville, North Carolina 28303-0236

(910) 678-8400

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

September 16, 2013

Dear Advocates of Fayetteville Technical Community College:

Fayetteville Technical Community College recently celebrated its 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