

Fayetteville Technical Community College

Detailed Assessment Report

2013-2014 Vice-President's Office (Academic and Student Services)

As of: 8/20/2016 01:36 PM EST

Mission / Purpose

To provide credit and non-credit educational opportunities and academic support activities to FTCC students focusing on their success through retention initiatives, preparation for transfer to other institutions of higher-learning, and/or skills-development designed for the students to effectively move into the labor market, following their completion of high-quality programs of study.

Credit and non-credit courses will be provided by high-quality faculty focusing on student learning outcomes and general education core competencies as prescribed in the FTCC Strategic Plan.

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

SLO 1: Program Review Process

Refine the College's program review process to make it more comprehensive, more data-driven, and useful for making adjustments in the program of study based upon the data and analysis of such data in the completed program reviews.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 3 Ensure fiscal responsibility, accountability and financial stability.

Strategic Objectives Associations

FTCC

- 3 Partner with community organizations to connect students to potential employers.
- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 17 More clearly define and articulate expectations for the role of instructional leaders.
- 18 Create an effective Instructional Leaders course.
- 20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.
- 29 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support.
- 36 Ensure appropriate communication among affected areas.
- 43 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey.
- 44 Enhance outreach to business/industry to understand and define existing and future workforce training needs.
- 48 Create career pathways for students and graduates to engage with employers to include defense contractors.
- 50 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 51 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study.
- 52 Provide a safe and secure learning environment.
- 53 Standardize blackboard shells to ensure more active learning for students.

Related Measures

M 1: Revision of Program Review Process

What: Revise the current program review process making it more comprehensive and data-driven allowing for quality improvements in programs and more useful to program coordinators, department/division chairs, academic program deans, and administrators at the College.

Why: The current program review is not data-driven and does not provide enough information to make program of study adjustments for continuing improvements in student learning outcomes, including competencies in the general education core. The program of review to be developed will provide data upon which to make such improvement decisions and will be useful to program managers as they measure their students' retention, completion, transfer and employment success.

How/When: In the Fall 2013 semester, the Senior Vice President for Academic Programs and Student Services will research other colleges and universities program reviews to identify those that are comprehensive and data-driven. After assembling several example program reviews, the Senior VP will design and create a model program

review process using the best practices contained in the example reviews. In Spring 2014, the Senior VP will launch the new program review process, across the academic programs to ensure collection of data and analysis of program reviews can be completed this academic year and continued into the 2014-15 academic year. A copy of the program review developed will be entered into the document management section of WEAVEonline to demonstrate completion of this assessment goal.

Who: Senior VP for Academic Programs and Student Services and key faculty/staff of curriculum programs and continuing education division.

Source of Evidence: Professional standards

Target:

The revised program review will be launched in at least 20 programs of study during the 2013-2014 academic year with the remaining programs being launched in the 2014-15 academic year. **Phased Targets:** 2013-14: 20+ programs using the new process; 2014-15: 30+ additional programs using the new process; and 2015-16: 100% of curriculum and continuing education programs will be using the new program review process and posting their completed program reviews in the document management section of their annual assessment plans.

Reporting Finding (2013-2014) - Target: Met

This assessment outcome was fully met with more than 20 programs of study using the new expanded program review process. The Senior VP for Academic and Student Services personally meets with the Chairs and/or Directors to go over each program review and develop data-driven decisions based upon the findings in the program reviews. An example of the expanded program review for the Nursing Program has been added to Document Management to demonstrate the depth of material included in the program reviews affecting strategic planning and program changes.

Connected Document

[Nursing Annual Academic Review 2013-1014](#)

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

O/O 2: Instructional Leaders Course

The VP for Academic Programs and Student Services will coordinate with associate vice-presidents, academic program deans, and instructional leaders to create, implement, and assess the effectiveness of a newly created instructional leaders course. The course will be required by 100% of the new faculty as a condition of employment to assist with new hire orientation, initial training, and focused efforts on creating a learning environment conducive for student learning, retention and completion.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 7 Reduce the number of students testing into developmental classes.
- 10 Improve assessment plans with documented evidence of outcomes.
- 11 Create and administer a professional development program to support academic quality for student success.
- 14 Promote faculty-staff engagement in public relations, community service, and College activities.
- 15 Encourage faculty and staff to complete higher levels of relevant education and/or degree completion.
- 16 Encourage Return to Industry Training.
- 17 More clearly define and articulate expectations for the role of instructional leaders.
- 18 Create an effective Instructional Leaders course.
- 19 Increase Co-op and intern work opportunities for students.
- 20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.
- 23 Educate all employees on functions and activities of College departments to minimize referrals.
- 30 Create and deliver professional development classes to educate employees on quality customer services standards and expectations.
- 33 Include quality customer service and support as a measured item on annual performance appraisals.
- 39 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.
- 48 Create career pathways for students and graduates to engage with employers to include defense contractors.
- 50 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 52 Provide a safe and secure learning environment.
- 53 Standardize blackboard shells to ensure more active learning for students.

Related Measures

M 2: Instructional Leaders Course

What: Research, design, and create an instructional leaders course that will remain useful to service support directors, academic program coordinators, department/division chairs, academic program deans, and administrators at the College.

Why: Currently, new hires do not receive comprehensive instructional leader training and tend to learn how to be successful following a mentorship and/or on-the-job training approach. The newly designed instructional leaders course will remain under the direct oversight of the VP for Academic Programs and Student Services to ensure the course content remains engaging, relevant and of assistance to College new-hires, and those aspiring for higher level positions at the College. The course will also provide information on the importance of quality instruction, assessments, program reviews, and other post instruction evaluations used in measuring FTCC students' retention, completion, transfer and employment success.

How/When: In the Fall 2013 semester, the Senior Vice President for Academic Programs and Student Services will research other colleges and universities to identify new hire and instructional leaders training courses they may have already developed. After assembling several example instructional programs, the Senior VP will design and create a model instructional leaders course using the best practices found in the example courses from other colleges and universities and create course modules that are targeted to FTCC procedures and policies. In late Fall 2013 and early Spring 2014, the Senior VP will launch the new instructional leaders course which will be continued into the 2014-15 academic year. A description of the newly created instructional leaders course and PDF copies of selected training modules will be entered into the document management section of WEAVEonline to demonstrate completion of this assessment goal.

Who: Senior VP for Academic Programs and Student Services and key faculty/staff of curriculum programs and continuing education division.

Source of Evidence: Service Quality

Target:

By Summer Semester 2014, at least 50 new hires will have attended the instructional leaders course and completed their training. Assessment and evaluation, resulting in modifications to further enhance the course modules will occur throughout the Spring and Summer Semesters of 2013-14 academic year. The instructional leaders course will continue to be offered in the Fall Semester 2014-15 academic year with the goal of 100% of all new hires completing the course prior to beginning their employment with FTCC as a condition of employment.

Reporting Finding (2013-2014) - Target: Met

The Senior VP for Academic and Student Services has created an "Excellence in Teaching" course that all new instructional personnel take as a condition of their employment. The Senior VP is also the instructor for the course and this gives him an opportunity to work closely with new full-time and part-time faculty and staff engaged in the course. The link to the course has been added to Document Management to demonstrate full implementation of this initiative to improve teaching methodologies at the College.

Connected Document

[Excellence In Teaching Weblink](#)

O/O 3: General Education Core Competencies

The VP for Academic Programs and Student Services will revise the current assessment of general education core competencies to make the assessment more effective and efficient.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 17 More clearly define and articulate expectations for the role of instructional leaders.
- 36 Ensure appropriate communication among affected areas.
- 39 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.
- 43 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey.
- 44 Enhance outreach to business/industry to understand and define existing and future workforce training needs.
- 51 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study.

Related Measures

M 3: General Education Core Competencies

What: Revise the current assessment for general education core competencies to make such assessments more effective, efficient and user-friendly for the program coordinators, department/division chairs, academic program deans, and administrators at the College using the final assessment data and reports.

Why: The current method of assessing general education core competencies of our graduates, while adequate, is confusing to the instructors and program leaders and therefore causes some inconsistencies in the collection of general education competencies in the various program of study areas. The revised method of assessing our student's mastery of the general education core competencies will be an easier process to understand, allow for consistency across the programs of study and will capture the information necessary to ensure all program graduates have demonstrated a mastery of the required general education outcomes. A matrix will be developed for this purpose and will be posted in each program's document management section of WEAVEonline to demonstrate their internal assessments of graduates mastery of the general education core and as a result enhanced capabilities leading to transfer and/or employment success.

How/When: In the Fall 2013 semester, the Senior Vice President for Academic Programs and Student Services will research other colleges and universities methods of assessing the general education core. After assembling several example general education assessment methodologies, the Senior VP will design and create a common-use matrix that will be required of all programs of study in accessing their program graduates' mastery of the board approved General Education Core Competencies using the best practices contained in the example reviews. In Spring 2014, the Senior VP will launch the new assessment process, across the academic programs to ensure assessments in all programs follow the same methods and processes to verify that FTCC graduates have mastered the general education core prior to their program completion. A copy of the newly created matrix for evaluation of general education outcomes will be developed and the completed matrix will be entered into the document management section of each program's WEAVEonline to demonstrate completion of this assessment goal.

Who: Senior VP for Academic Programs and Student Services and key faculty/staff of curriculum programs and continuing education division.

Source of Evidence: Government standards

Target:

In Fall 2013 and early Spring 2014, the revised general education core competencies assessment process will be launched across the College. In early Spring and continuing into the summer 2014 semester, 100% of associate degree level programs will use the new process to assess their program graduates's mastery of the general education core. In late Summer 2014, 100% of associate degree programs will post their completed general education matrix document in their area's WEAVEonline assessment plans to validate completion of the required annual assessment of general education core competencies.

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

This outcome was partially met. Discussions are continuing on the best practices to use for general education assessment, including ongoing work to develop the matrix for demonstrating mastery of the general education core. Actions that have been completed are as follows:

1. All graduates are surveyed as they submit their intent to graduate forms to seek their input on the mastery level of the general education core competencies. This information is maintained in the Office of Institutional Effectiveness for evaluation and review.
2. The College implemented a revised strategic planning process, with new institutional goals, this year matched with an end-of-year report reflecting accomplishments across the college towards those projected outcomes, including the general education core, and a copy of that end of year report is posted to Document Management for evaluation and review.
3. Continued discussions will occur in the coming assessment cycle to refine the matrix used for the general education core competencies and College-wide use in all academic programs during the coming year under the direct supervision of the Senior VP for Academic and Student Services.

Connected Documents

[End of Year Report 2013-2014](#)

[Graduate Survey Comparison Chart \(2014\)](#)

[Strategic Plan \(2013-2018\)](#)

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The assessment program, especially the revised program review process, has greatly improved outcomes of programs of instruction. Without the ongoing assessment of program review processes, it is doubtful that the program review process would have evolved into such an outstanding overview of the program outcomes and affected data-driven decisions to the degree achieved during the past assessment cycle. Assessments keep our attention on what is important at the College and demonstrates we are doing what we say we will do.

What were the weaknesses of your assessment process?

Time to do assessments with all the other demands on supervisors at the College remains a difficulty; however, with the importance of assessments, the College culture has changed to reflect no matter how busy a department leader may be, they must keep time available to conduct quality assessments throughout the year. Time for quality assessments will likely continue to be a weakness as more and more is being expected of supervisors, faculty and staff as we continually improve our programs and outcomes.

What was learned as a result of your assessment process?

WEAVEonline has many features that will support the expanded program review process, new strategic planning and institutional goal process and other improvement activities ongoing at the College. We are exploring the use of mapping as a means of ensuring our programs of instruction have appropriate courses included in them and easily accessible for further assessment. We are continuing to refine our processes using 3 primary tools: WEAVEonline, Report2Web and PeopleAdmin applicant tracking system, all which support Ellician very well.

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

As we continue to align WEAVEonline, Report2Web, PeopleAdmin, and Ellician systems we will continue our improvement processes in data-driven decisions down to the employee level of the organization. We are working smarter, using technology, and not working harder. Assessment has allowed us to take advantage of technologies and expanded capabilities of such technologies beyond what those technologies were originally intended to do.

Annual Report Section Responses

Program Review (Academic Units)

Support entities are not required to have program reviews.

Advisory Comm. Minutes (Academic Units)

Support entities are not required to have advisory committee meeting 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

Academic Program Review

Current Version Originally Published
Spring 2014
Last Revised: January 2, 2014

Proponent: Vice President for Academic and Student Services

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

Fayetteville Technical Community College
P.O. Box 35236
Fayetteville, North Carolina 28303-0236

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Table of Contents

X. Academic Program Review

<u>X-1 Mission</u>	3
<u>X-2 Purpose of Review</u>	4
<u>X-3 Overview of Program Review Process</u>	5
<u>X-3.1 Program Description, Policies, and Affiliations</u>	6
<u>X-3.2 Program Curriculum</u>	14
<u>X-3.3 Faculty</u>	50
<u>X-3.4 Resources and Support Services</u>	59
<u>X-3.5 Enrollment, Recruitment, and Outcomes Assessment</u>	64
<u>X-3.6 Constituency Satisfaction</u>	74
<u>X-3.7 Appraisal and Direction for the Future</u>	75
<u>X-4 Appendices</u>	80
<u>ADN Comparison Chart Employer Survey</u>	80
ADN Comparison Chart Alumni Graduate Survey	81
ADN Core Competencies Questions	82
Job Placement Rates for ADN	83
Systematic Plan for Program Evaluation	84
Faculty Professional Development	144

X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.
4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

X-3.1 Program Description, Policies, and Affiliations

(Self-Study Team's assessment)

A. Provide a description of the program.

The Associate Degree Nursing program is a concept based, five-semester, 68 credit hour program. It also offers an Advanced Placement LPN-RN option, which is three semesters.

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential. Course work includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global health care system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

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

FTCC Mission Statement	ADN Mission Statement
<p>“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”</p>	<p>The Associate Degree Nursing program supports the mission of the North Carolina Community College System and the mission of Fayetteville Technical Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing global health care needs. The program embraces the NLN Core Values of caring, diversity, ethics, excellence, holism, integrity, and patient centeredness. The program facilitates the development of qualified students for the entry-level role of a professional registered nurse. Graduates of this program meet the educational requirements to take the National Council Licensure Examination (NCLEX-RN-RN).</p>
<p>The Associate Degree Nursing Program supports the mission of the college by fostering a quality nursing education program to enhance the workforce of registered nurses in a global health care system.</p>	
FTCC Institutional Goals	ADN Goals
<p>1. Respond to student and Community needs through measurable goals</p> <ul style="list-style-type: none"> • FTCC will increase graduation rates to 25% by 2018. • Increase headcount enrollment by 3% annually • Increase gainful employment (employment in field of study) of students • Increase completion rates for Workforce Investment Act (WIA) training programs by 20% 	<ul style="list-style-type: none"> • Recruit, hire and retain qualified full-time and part-time credentialed faculty with a master’s degree in nursing and a major in nursing. • Continue the ongoing process of program evaluation through the current systematic evaluation plan. • Reduce student attrition related to dosage calculation failure to less than 1% per semester • Develop a Kaplan test plan throughout the curriculum and track student achievement levels and remediation plan to help students identify learning needs and faculty to identify weak content areas. • Continue to track TEAS testing data and

<ul style="list-style-type: none"> • Meet or exceed the NCCCS Performance Measures goals. • Achieve 90% satisfaction rate on all surveys and course evaluations. <p>2. Establish a culture of quality customer service</p> <ul style="list-style-type: none"> • Success of our students is our number one priority • Competition for services requires that we maintain the highest standards and responsiveness to the needs of our customers and stakeholders. • Create a welcoming and service oriented culture delivering support with minimal referrals. • Achieve 90% satisfaction rate on customer service survey. • Consistency of service and information will be maintained across the College <p>3. Ensure fiscal responsibility, accountability and financial stability</p> <ul style="list-style-type: none"> • Plan and prepare annual budgets that enable the College to be responsive to community needs. • Maximize strained resources by enhancing productivity and accountability. • Focus resources on the core mission of teaching by strategically budgeting funds in areas that result in the greatest return on investments • Streamline operations with a focus on efficiencies. 	<p>examine for correlations to student outcomes in the Associate Degree Nursing Program.</p> <ul style="list-style-type: none"> • Monitor Advanced Placement cohort success rate on the NCLEX-RN exam. • Develop a quality improvement plan to increase the current 2013 NCLEX-RN Pass rate of 77% for the 2014 cohort by 15%. • Encourage professional development involvement by faculty and ensure all faculty attend at least one off site professional development activity. • Encourage faculty membership in the A.D. N. Council or another professional organization
--	--

- Monitor current spending and forecast future funding requirements to sustain financial stability.
 - Institute a data driven decision process based through assessment of needs.
4. Focus on workforce preparedness to support economic development
- Strengthen economic development in the service area.
 - Establish an effective job placement office.
 - Expand veterans support services.
 - Analyze Program Advisory Committee data and annual employer surveys to modify program/course offerings to meet employer needs

The goals of the Associate Degree Nursing Program and the Institutional Strategic Goals align in the area of responding to student needs through measurable goals by ongoing systematic evaluation. The program seeks to decrease program attrition related to dosage calculation failure to less than 1%. Track Kaplan test scores on students enrolled in the program to identify learning needs and ascertain areas for improvement within course content. The program seeks to increase the current NCLEX-RN test scores by 15 percent for the 2014 cohort. These goals target the retention of our students and promote student success in the nursing program.

The program also seeks to recruit and retain qualified full and part-time faculty members. This goal closely aligns with the college goal of focusing resources on the core mission of teaching. Encouraging professional development of faculty and encouraging faculty scholarship will lead to better prepared teachers in the classroom and clinical setting.

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

Prerequisites: Must meet College Admission Criteria, current, unrestricted, and on North Carolina Registry CNA I (program must require a combination of clinical/classroom/laboratory hours) and /or LPN, TEAS Test score **proficient** or higher.
 1 Unit of Biology, Algebra & Chemistry
 Science Courses with a maximum of two attempts per course
 2.0 Overall GPA and a 2.5 Health GPA
 In addition for Advanced Placement, current unrestricted LPN license with 3600 hours of work experience as an LPN within the past four years. Advance placed LPN students must have completed all required co-requisites up to the point of entry.
 The program cannot use criminal background checks as an admission criterion, but a positive background check or drug screen may prevent students from being accepted by clinical sites and therefore, prevent them from progression in the program.

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

Institution	Description	Approved	Reviewed	Updated
East Carolina University	Nursing faculty serve as preceptors for students enrolled in the Nursing Education Curriculum pursuing a MSN in Nursing Education. These preceptors work one on one with a faculty member to fulfill the clinical hours for their program.	Sept. 2005	2013	July 2, 2013
Fayetteville State University	Dual enrollment agreement with the FSU BSN program. Students are able to complete the Associate Degree Nursing Program and transition into the BSN program at FSU. Students are able to be dually enrolled at FTCC and FSU to complete related courses towards the BSN.	May 2012	2013	March 19, 2013
Franklin University	Transition of students who complete an Associate Degree at FTCC have the opportunity to complete a Bachelor of Science degree at Franklin University.	March 2003	2013	Aug. 2006

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

Clinical Sites

The program maintains over 14 clinical affiliation agreements with local clinical agencies. These include the five major health care systems in the area, Cape Fear Valley Health System, VA Medical Center, Womack Army Medical Center, Southeastern Regional Medical Center, and First Health of the Carolinas. These clinical sites and others partner with the program in providing a diverse clinical experience for our students throughout their time in the program. We also use nursing homes, clinics, health departments and home health sites. Clinical site affiliation agreements are update and current and reviewed annually.

Cumberland County Medical Society Alliance

The Medical Society Alliance has supported the Associate Degree Nursing Program with scholarship funds for many years. Each year the Society provides five \$1,000 scholarships to senior nursing students in the program. They have also provided roses to the graduating seniors in the program during their pinning ceremony.

Legends Pub/VFW of Hope Mills, NC

Legends Pub and the VFW of Hope Mills have supported the Association of Nursing Students with an annual fund raising event for the past three years. This event has enabled the student nurses to provide food baskets during the Thanksgiving and Christmas Holiday seasons. They have also been able to provide toilet articles and supplies for veterans at the State Veteran's Home.

American Cancer Society

The program has participated in the American Cancer Society Relay for Life annual event for the past 12 years. Several faculty members have served on the planning committee for the event, such as committee chair, survivor chair and luminaire chair. Students are also actively involved in the event in raising awareness for Cancer prevention and raising funds for the American Cancer Society and the programs they support.

Cumberland County Public Schools

The program participates in a number of health career days throughout the school year. Faculty and students visit local junior and high schools to discuss the nursing profession. The program has also been involved with Senior Tours held here on campus where area high school juniors and seniors tour the health program to gain information about the individual programs.

Southern Regional Area Health Education Center (SRAHEC)

The SRAHEC provides quality continuing education programming for faculty. The AHEC provides programming in clinical practice topics and nursing education.

Wellness Event

For the past two years the Associate Degree Nursing Program has partnered with

SRAHEC, Better Health, CFVHS, Cumberland County Health Department, Walgreen Pharmacy, Planned Parenthood, Cumberland Health Net, and Alliance Behavioral Health and held a two day event on FTCC campus which provided health screening for the students on campus and the community. Second year nursing students participated in the event by doing blood pressure and blood sugar screenings and education.

Kaplan Nursing – Rebecca Oglesby, Faculty Nurse Consultant

The program has partnered with Kaplan Nursing to provide integrated testing services and learning resources for our students enrolled in the program. This program is a series of focused and proctored content review exams, case studies, question banks and trainers, and content videos. The students have access to these resources to help augment their classroom and clinical learning. This also provides an opportunity for our students to become familiar with computer style testing throughout their time in the program. Students also have an opportunity to take a Predictor and Readiness Exam at the completion of the program to assess their readiness to take the NCLEX exam. Rebecca works closely with program faculty and students on the orientation to Kaplan testing and instruction on the best use of the learning resources. The program has fully implemented the Kaplan resources into the program curriculum with a great emphasis on remediation and tracking student success.

X-3.2 Program Curriculum

(Self-Study Team's assessment)

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE ASSOCIATE DEGREE NURSING
(A45110)

Length: 5 Semesters

Prerequisites: Must meet College Admission Criteria, current, unrestricted, and on North Carolina Registry CNA I (program must require a combination of clinical/classroom/laboratory hours) and /or LPN, TEAS Test score basic or higher.

In addition for Advanced Placement, current unrestricted LPN license with 3600 hours of work experience as an LPN within the past four years.

1 Unit of Biology, Algebra & Chemistry

Award: Associate in Applied Science

FALL SEMESTER 1

ACA Elective

BIO168 Anatomy and Physiology I – 3 class, 3 Lab = 4 credits

ENG111 Expository Writing – 3 credits

NUR111 Intro to Health Concepts – 4 class, 6 lab, 6 clinical = 8 credits

PSY150 General Psychology – 3 credits

SPRING SEMESTER 1

BIO169 Anatomy and Physiology II – 3 class 3 Lab = 4 credits

NUR112 Health-Illness Concepts – 3 class, 6 clinical = 5 credits

NUR114 Holistic Health Concepts – 3 class, 6 clinical = 5 credits

PSY241 Developmental Psych – 3 credits

SUMMER SEMESTER 1

CIS110 Introduction to Computers – 2 class, 2 Lab = 3 credits

or CIS113 Computer Basics – 2 Lab = 1 credit

NUR113 Family Health Concepts 3 class, 6 hours clinical = 5 credits

or NUR214 Nursing Transition Concepts – 3 class, 3 clinical = 4 credits

FALL SEMESTER 2

NUR211 Health Care Concepts – 3 class, 6 clinical = 5 credits

NUR212 Health System Concepts - 3 class, 6 clinical = 5 credits

or NUR221 LPN to ADN Concepts I - 6 class, 9 clinical = 9 credits

SPRING SEMESTER 2

COM231 Public Speaking or COM 123 Intro Interpersonal Com – 3 class = 3 credits

NUR213 Complex Health Concepts – 4 class, 3 lab, 15 clinical = 10 credits

or NUR223 LPN to AND Concepts II – 6 class, 9 clinical = 9 credits

Humanities/Fine Arts Elective – 3 class = 3 credits

TOTAL REQUIRED CREDITS.... 68

Co-Op Option: NA

Students with a felony conviction may have limited licensure and employment opportunities.

*Note: Students may not take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

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

Students utilize the general education core competencies throughout their time in the Associate Degree Nursing Program. See the attached table which outlines how the core competencies are specifically integrated into the program. The student learning outcomes in the Associate Degree Nursing program include the NLN core graduate competencies for the Associate Degree Nurse and the QSEN competencies for nursing practice. Graduates of the program must achieve a combined final grade of 77% on all unit exam, quizzes and blackboard assignments. They must also successfully complete a 220 hour clinical preceptorship with a registered nurse. This is a one on one supervised clinical experience with a registered nurse at one of our clinical agencies. Prior to this experience the students must successfully complete a skills check off and dosage calculation exam with a 90% or better. Return demonstrations of skills are performed in the nursing lab and validated by the program faculty. As of 2014, students must also successfully complete all focused Kaplan reviews exams with a 100% and strive to achieve at the 65th percentile on all proctored Kaplan exams. Students must also score at the 65th percentile on the Kaplan Predictor 1 exam prior to taking their live review session with Kaplan. To graduate from the program, the students must achieve a score on the Kaplan Readiness Exam at the 65th percentile. According to Kaplan, "students scoring at the 65th percentile have a 97.1% probability of passing the NCLEX-RN exam on first attempt," *Relationship of NCLEX-RN Passing Status with Kaplan Secure Predictor 1*. **(See Tables 3.2A Program Outcomes and 3.2.B General Education Competencies)**

Reflective Journal Rubric (See Attached)

Preceptorship Evaluation (See Attached)

Skills Check-off Rubric (See Attached)

Table 3.2A: Program Outcomes/Graduate Competencies/General Education Competencies

<p>Upon completion of the Associate Degree Nursing Program, the graduate will upon Licensure: Program Student Learning Outcomes</p>	<p>FTCC General Education Competencies</p>	<p>Graduate Competencies</p>
<p>NLN: Professional Identity: Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.</p> <p>QSEN: Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p>Communicate effectively using the conventions of American Standard English in professional and Academic environment.</p> <p>Use Critical thinking to analyze problems and make logical decisions</p>	<p>Satisfactorily complete clinical skills check off prior to the start of clinical preceptorship (See Skills check-off tool).</p> <p>Successfully complete 220 hours clinical preceptorship with a 4 or greater rating (See Clinical evaluation tool).</p>
<p>NLN: Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.</p> <p>QSEN: Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.</p> <p>QSEN: Informatics: Use information and technology to</p>	<p>Use Critical thinking to analyze problems and make logical decisions.</p> <p>Demonstrate quantitative competencies.</p>	<p>Demonstrate dosage calculation competencies by scoring a 90% or better on dosage calculation exam prior to preceptorship.</p> <p>Satisfactory document patient care during the clinical preceptorship.</p> <p>Satisfactory submit all preceptor journals during preceptorship experience via Blackboard discussion Board. (reflective journal guidelines)</p> <p>Complete all assigned Focused</p>

<p>communicate, manage knowledge, mitigate error, and support decision making.</p>	<p>Demonstrate computer literacy.</p>	<p>Kaplan Exams with 100%. Complete Kaplan Trainers 1-7 prior to graduating from the program.</p> <p>Score at 65th percentile or higher on the Kaplan Predictor 1 and the Kaplan Readiness Exams prior to graduating from the program.</p>
<p>NLN: Spirit of Inquiry Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve quality of care for patients, families, and communities.</p> <p>QSEN: Evidence-Based Practice Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p> <p>QSEN: Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>	<p>Use Critical thinking to analyze problems and make logical decisions</p> <p>Use Critical thinking to analyze problems and make logical decisions</p> <p>Demonstrate quantitative competencies. Demonstrate computer literacy.</p>	<p>Satisfactory complete 220 hour clinical preceptorship.</p> <p>Final course grade of 77% in the NUR 213/223 Course.</p> <p>Complete all assigned focus exams with 100%. Complete all Kaplan Trainers 1-7 prior to graduating from the program.</p> <p>*Score 65 percentile or higher on the Kaplan Predictor 1 and the Kaplan Readiness Exams.</p>
<p>NLN: Human Flourishing Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p> <p>QSEN: Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.</p>	<p>Communicate effectively using the conventions of American Standard English in professional and Academic environment.</p> <p>Demonstrate socialization skills that support cultural awareness and a global perspective.</p>	<p>Satisfactory complete 220 hour clinical preceptorship.</p>

Table 3.3B General Education Competencies

	1. Communicate effectively using the conventions of American Standard English in professional and academic environments	2. Use critical thinking to analyze problems and make logical decisions.	3. Demonstrate socialization skills that support cultural awareness and a global perspective.	4. Demonstrate quantitative competencies.	5. Demonstrate computer literacy.	Competency #/How Demonstrated
NUR 111	x	x	x	x	x	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of electronic resources for each textbook and SLS.
NUR 112	X	X	X	X	X	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successfully completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of electronic resources for each textbook and SLS.
NUR 114	X	X	X	X	X	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally

						<p>competent care to assigned patients from diverse cultural backgrounds.</p> <ul style="list-style-type: none"> • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of electronic resources for each textbook and SLS.
NUR 113	X	X	X	X	x	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of electronic resources for each textbooks and SLS.
NUR 211	X	X	X	X	X	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of electronic resources for textbooks and SLS.
NUR 212 or	X	X	X	X	X	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds.

						<ul style="list-style-type: none"> • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of electronic resources for textbooks and SLS.
NUR 213	X	X	X	X	X	<ul style="list-style-type: none"> • Completion of clinical paperwork and reflective journals for preceptorship experience. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of textbook electronic resources and SLS.
NUR 214	X	X	X	X	x	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans, reflective journal entries and discussion board posts. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of electronic textbook resources and SLS.
NUR 221	X	X	X	X	x	<ul style="list-style-type: none"> • Completion of clinical paperwork and reflective journals for preceptorship experience. Weekly posts on discussion board. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams.

						<ul style="list-style-type: none"> • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of textbook electronic resources and SLS.
NUR 223	X	X	X	X	x	<ul style="list-style-type: none"> • Completion of clinical paperwork and nursing care plans, reflective journal entries and discussion board posts. • Use of critical thinking skills in the planning of nursing care for assigned clients and in testing on unit exams. • Care of various patients in the clinical setting from diverse cultural backgrounds. Demonstrate culturally competent care to assigned patients from diverse cultural backgrounds. • Successful completion of dosage calculation exam each semester with 90% or better; also calculate correct medication dosage in the clinical setting. • Use of the computer in each course via the Blackboard sites as well as completion of the Kaplan testing for each assigned course. Use of computers for documentation in the clinical setting. Use of textbook electronic resources and SLS.

Fayetteville Technical Community College
Associate Degree Nursing
NUR 213/221

Reflective Journal Guidelines

Purpose

The art of reflection allows students (and nurses) to learn from experiences and improve their practice (Laster & Neilson, 2009). Nursing students should have a self-awareness of their own values, biases, and experiences and how these affect individual thinking about a patient situation (Bradbury-Jones, Hughes, Murphy, Parry, & Sutton, 2009). Reflective journaling increases self-awareness and awareness of others while personalizing the learning experience. Reflection also provides an excellent way for students to analyze their care and expand their abilities to make clinical judgments (Waldo & Hermanns, 2009).

A reflective learning journal will be kept to document your reflections, thoughts and experiences as you journey through this course. Regularly writing in your reflective learning journal will provide an opportunity to reflect on what you are learning. What we read, discuss and do in class will cause you to think about coursework as it relates to your clinical experiences. Use your journal as a way to explore the connections between this course and your clinical experiences. Think of writing in your journal as talking or thinking out loud---it is supposed to be a conversation with yourself!

The reflective learning journal will help each learner to make connections and internalize learning. Each person's journal will be unique. You will be graded on the evidence of reflective thought given and the quality of your response, not the quantity.

Guidelines

Journals are **due every Sunday by midnight**

Journals are submitted via Assignments in Blackboard as an attachment.

Files accepted include: **.doc .docx .rtf**

*****Journals submitted in any other format (or posted directly into Blackboard) are considered late (see Late Paper policy in A.D.N. Student Handbook)**

***It is recommended that you keep all of your journals together by adding to the same document each week. Example – When you send Week # 2 journal, it will include Week # 1 and Week # 2, Week # 8 journal will include weeks #1-8.

Journal Criteria

The reflective learning journal should reflect that you have met the learning objectives of the clinical experience:

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
2. Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
3. Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
4. Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
5. Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.
6. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
7. Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
8. Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve quality of care for patients, families, and communities.
9. Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
10. Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
11. _____ (Students individual objective)
12. _____ (Students individual objective)

The journal should include, but is not limited to:

- experiences during the week that you feel you demonstrated proficiency
- areas that need improvement and a plan for improvement
- clinical skills completed
- clinical objectives that were worked on/met this week.

Due Dates

A reflective journal entry is due every Sunday by 2400. First journal entry is due on January 19, 2014 and should address orientation and skills review. Students will submit a reflective journal entry every week until precepting hours are completed. Upon completion of precepting hours, reflective journaling requirements will also be complete.

References

- Bradbury-Jones, C., Hughes, S.M., Murphy, W., Parry, L., & Sutton, J. (2009). A new way of reflecting in nursing: the Peshkin approach. *Journal of Advanced Nursing*, 65(11), 2485-2493.
- Lasater K. & Nielsen A. (2009). Reflective journaling for clinical judgment development and evaluation. *Journal of Nursing Education*, 48 (1), 40-44.
- Waldo, N. & Hermanns, M. (2009). Journaling unlocks fears in clinical practice. *RN*, 72(5), 26-31.

NUR 213/221 Skills Checks Competency Sheets

Students must demonstrate competency in each of the skills prior to starting the preceptorship experience. Skills are validated by program faculty in the skills lab. Students will have three attempts to demonstrate competency.

Student: _____ Date: _____

Station: MAR Transcription & Medication Administration

Procedure/Task: Order Transcription (perform task)/Medication Administration Protocol (verbalize procedure)

Delegation (Verbalize)

- Order transcription and medication administration are not delegated to UAP, however observations made by UAP regarding changes in patient condition should be reported to nursing staff for follow-up.

MAR Transcription(Verbalize/Perform)

Order Transcription

- Review physician order sheet for orders to be transcribed to Medication Administration Record (MAR).
- Transcribe orders to paper MAR correctly, including: drug, dosage, frequency, and times to be administered.

Medication Administration (Perform)

- Perform hand hygiene and other appropriate infection control measures.
- Obtain appropriate medications; compare each medication with MAR to ensure proper drug and dosage.
- Provide for patient privacy.
- Prepare the patient (Verbalize)
 - o Introduce self and verify patient identity per facility protocol.
 - o Take any required assessment measure (pulse, respirations, blood pressure).
 - o Explain purpose and effects of medication.
- Administer medication following the 6 rights of medication administration:
 - o right drug
 - o right dose
 - o right patient
 - o right time
 - o right route
 - o right documentation
- Dispose of all supplies appropriately (ex: sharps to sharps container).
- Perform hand hygiene.

Documentation (Verbalize)

- Document each medication given:
 - o Record medication given
 - o Dosage administered
 - o Time administered
 - o Any complaints or assessments of the patient
 - o If medications are refused or omitted, document reason and the nurses action.
 - o Document follow-up assessment on patient reaction to medication.

***Instructor please circle one of the following**

Satisfactory Unsatisfactory Instructor

Signature: _____

Student: _____ Date: _____

Peripheral Intravenous Access

Procedure/Task: Establishing Peripheral IV Access

Delegation (Verbalize)

- Establishing venous access and initiating fluids are not delegated to UAP, however observations made by UAP should be reported to nursing staff for follow-up.

Preparation (Verbalize/Perform)

- Gather supplies (clean gloves, IV start kit, IV catheter/needle, transparent occlusive dressing).
- Identify self to patient, properly identify patient, explain procedure.
-

Procedure (Perform)

- Perform hand hygiene.
- Prepare the patient: Assist to comfortable position, expose limb to be used, provide for patient privacy.
- Select venipuncture site.
- Minimize insertion pain as much as possible: Ice compress, topical anesthetic.
- Dilate the vein: use tourniquet, place limb in dependent position, or massage.
- Apply clean gloves and clean the venipuncture site.
- Insert catheter
 - o hold catheter at 15 ° -30 ° with needle (stylet) bevel-side up
 - o insert catheter through skin and into vein (sudden lack of resistance when catheter enters vein)
 - o When "flashback" appears in catheter hub, lower angle of catheter and advance approximately 0 .5-1cm further.
 - o Hold needle steady and advance catheter until hub is at venipuncture site.
 - o Release tourniquet, apply pressure to vein proximal to catheter, remove stylet, and connect primed tubing for infusion, or place luer-lock hub (Saline Lock) if no fluids are ordered.
- Secure IV catheter.
- Dress and label the venipuncture site according to agency policy
- Discard all used disposable supplies in appropriate receptacles.
- Clean any blood spills and reusable equipment.

Documentation (Verbalize)

- Document all assessments and interventions on the patient's medical record.
 - o Date/Time of venipuncture
 - o Type and gauge of needle or catheter.
 - o Venipuncture site.
 - o Number of attempts.
 - o Patient's general response to procedure.

***Instructor please circle one of the following**

Satisfactory Unsatisfactory Instructor

Signature: _____

Central Line Dressing Change with Central Line Blood Sampling

Procedure/Task: Managing Central Lines (Dressing Change and Blood Sampling)

Delegation (Verbalize)

- Central line dressing change is not delegated to UAP, however observations made by UAP should be reported to nursing staff for follow-up.

Preparation (Verbalize/Perform)

- Introduce self, verify patient identity, explain procedure.
- Provide for patient privacy and position the patient.
- Gather equipment: Central Line Dressing Change Kit, (2)10 cc Normal Saline (prefilled syringe), 10 cc sterile syringe, blood transfer device, blood collection tube.

Central Line Dressing Change (Perform)

- Perform hand hygiene and observe other appropriate infection control measures .
- Prepare the patient: Apply mask to self, apply mask to patient or have patient turn head away from insertion site.
- Prepare equipment: Establish sterile field and place sterile supplies.
- Remove old dressing:
 - o Apply clean gloves.
 - o Remove transparent dressing..
 - o Inspect the skin for signs of irritation or infection; inspect catheter for signs of leaks or other problems.
 - o Remove and discard gloves, perform hand hygiene.
- Cleanse the site:
 - o Apply sterile gloves.
 - o Clean catheter insertion site with alcohol swab in circular motion moving from insertion site outward (2 inch diameter from insertion site) and let skin dry.
 - o Using Chlorhexidine sponge, scrub in back-and-forth motion for 30 seconds.
- Apply new dressing:
 - o Apply BIOPATCH (antimicrobial-impregnated sponge).
 - o Apply transparent semipermeable polyurethane dressing. Be sure to pinch around catheter so no air gaps exist. Smooth dressing to prevent wrinkles and folds.
- Label the dressing with catheter information, date, and time of dressing change, and your initials.
- Change end-caps on all catheter lumens. (Only change 1 cap for practice purposes).
- Remove and discard gloves and dispose of soiled materials in appropriate receptacles.
- Perform hand hygiene.

Blood Sampling (perform/simulate)

- Apply clean gloves.
- Clean end-cap with alcohol swab, and flush with 10 cc Normal Saline. Draw back 10 cc of blood for waste.
- Using sterile syringe, draw back 10 cc of blood for sample.
- Flush line with 10 cc Normal Saline and clamp tubing using positive pressure.

Documentation (Verbalize)

- Document all relevant information:
 - o Record appearance of catheter insertion site.
 - o Presence of drainage, Type of dressing applied, Patency of tubing (if evaluated), and end-cap change.
 - o Patient's complaints or concerns.

***Instructor please circle one of the following**

Satisfactory Unsatisfactory Instructor

Signature: _____

Student: _____ Date: _____

Urinary Catheters

Procedure/Task: Indwelling Urinary (Foley) Catheter Insertion

Delegation (Verbalize)

- Urinary catheter insertion, care, and removal may be delegated to UAP with CNA II certification. This policy may vary among facilities and State Boards of Nursing. Review facility policy/BON scope of practice before delegating this procedure to UAP.

Preparation (Verbalize/Perform)

- Gather supplies (Urinary Catheter Insertion tray with closed drainage system, 10 cc syringe (for balloon deflation during catheter removal).
- Identify self to patient, identify patient, explain procedure.
- Apply clean gloves, provide routine perineal care to remove gross contamination, locate urinary meatus in females.
- Remove/discard gloves. Perform hand hygiene.

Procedure (Perform)

- Provide for patient privacy.
- Position patient appropriately, apply drape with perineum exposed.
- Open catheterization kit, apply sterile gloves.
- Organize remaining supplies.
- Attach pre-filled syringe to catheter inflation hub. DO NOT TEST BALLOON!
- Lubricate the tip and place on sterile field.
- Cleanse meatus using non-dominant hand (now considered contaminated).
- Insert the catheter; advance 5 cm further after urine begins to flow.
- Inflate the retention balloon with designated volume from prefilled syringe. Pull *gently* on the catheter *until* resistance is felt.
- Examine and measure urine return. Do not remove more than 1,000 ml at a time.
- Clean perineal area to remove any excess antiseptic or lubricant.
- Discard all used supplies in appropriate receptacles.
- Provide patient education:
 - Never pull on catheter.
 - Use catheter securing device to keep catheter secured to leg.
 - Keep urine drainage bag below the level of the bladder.
 - Report signs and symptoms of urinary tract infection (UTI).
 - Maintain adequate oral intake of fluids.

Documentation (Verbalize)

- Catheter size.
- Amount and characteristics of urine return.
- Patient tolerance of procedure.
- Presence of difficulties or abnormalities.

***Instructor please circle one of the following**

Satisfactory Unsatisfactory Instructor

Signature: _____

**Preceptorship Clinical Evaluation Tool
NUR- 213**

Student Name: _____ **Date:** _____ **Clinical Weeks:** _____ **Unit:** _____

Preceptor Name: _____ **Clinical Instructor** _____

Instructions: The evaluation form is completed by the faculty facilitator, after seeking input from the clinical preceptor, at the midterm and end of the clinical rotation by rating the student with the appropriate number.

Grading Criteria: The student must have a minimal performance level of 4(supervised) in all clinical objectives by the final summative evaluation. Performance levels of 1 or 2 at midterm can result in “Clinical Probation” or “Dismissal from the Nursing Program Due to Unsafe Practice” (see ADN Handbook).

Clinical Objectives Evaluation Criteria		
Score	Quality of Performance	Assistance Needed
5 Safe/Accurate Each time	Focuses on client while giving care all the time. Applies theoretical knowledge accurately each time. Proficient, Coordinated; Confident. Occasional expenditure of excess energy. Within an expedient time period.	No supporting cues required.
4 Safe/Accurate Each time	Focuses on client initially; as complexity increases, focuses on task. Applies theoretical knowledge accurately with occasional cues. Efficient; Coordinated; Confident. Some expenditure of excess energy. Within a reasonable time period.	Occasional supportive cues.
3 Safe/Accurate Most of the time	Focuses primarily on task or own behavior most of the time, not on client. Identifies principles, but needs direction to identify application. Skillful in parts of behavior; Coordinated. Expend excess energy. Within a delayed time period.	Frequent verbal and occasional physical directive cues in addition to supportive cues.
2 Questionable Safe and questionable accurate	Focuses entirely on task or own behavior. Identifies fragments of principles. Unskilled, Inefficient. Considerable expenditure of excess energy. Prolonged time period	Continuous verbal and frequent physical cues.
1 Unsafe Inaccurate	Focuses entirely on task or own behavior. Unable to identify or apply principles. Unable to demonstrate procedure/ behavior. Lacks confidence, coordination, and efficiency.	Continuous verbal and/or physical direction
X	Not applicable / Not observed	

Caring: “Promoting health, healing and hope in response to the human condition” (NLN, 2007).

Diversity: Recognizing differences among “persons, ideas, values, and ethnicities” while affirming the uniqueness of each (NLN, 2007).

Excellence: “Creating and implementing transformative strategies with daring ingenuity.” (NLN, 2007).

Integrity: “Respecting the dignity and moral wholeness of every person without conditions or limitations” (NLN, 2007).

Ethics: “Encompasses the moral values and professional conduct inherent to nursing: Distinguishing between right and wrong, and acting in accordance” (NLN outcomes and competence (2010).

Holism: “Embraces the belief that people are complex, dynamic, and reducible to the sum of their parts” (NLN outcomes and competence 2010).

Patient-centeredness: “Incorporates and reflects the uniqueness of an individual patient’s background, personal preferences, culture, values, traditions, and family” (Cronenwett et al.....2007).

NLN: Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

QSEN: Teamwork and Collaboration: Functions effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared-decision making to achieve quality patient care.

Clinical Objectives	Date:	Mid-Term	Final
Ethics <ul style="list-style-type: none"> ○ Maintains compliance with HIPAA Guidelines 			
Excellence <ul style="list-style-type: none"> ○ Punctuality/Attendance 			
<ul style="list-style-type: none"> ○ Adheres to professional appearance 			
<ul style="list-style-type: none"> ○ Dependable/Accountable 			
<ul style="list-style-type: none"> ○ Displays self-confidence/initiative 			
<ul style="list-style-type: none"> ○ Demonstrates self-awareness through self-reflection 			
<ul style="list-style-type: none"> ○ Recognizes own limitations and takes steps to develop professionally 			
<ul style="list-style-type: none"> ○ Maintains competence in previously learned skills 			
Holism <ul style="list-style-type: none"> ○ Manage nursing care for multiple patients/'significant support person(s) community. 			
<ul style="list-style-type: none"> ○ Integrate a holistic patient care assessment into the plan of care for multiple patients/significant support person (s) community. 			
<ul style="list-style-type: none"> ○ Assess the patient holistic being (physical, spiritual and psychosocial). 			
<ul style="list-style-type: none"> ○ Delegate interventions appropriately to members of the nursing staff/peers. 			
Integrity <ul style="list-style-type: none"> ○ Uses constructive feedback to improve performance 			
<ul style="list-style-type: none"> ○ Practice within the scope of the NC Nurse Practice Act. 			
<ul style="list-style-type: none"> ○ Demonstrate ability to manage nursing functions and work with interdisciplinary teams within the legal scope of practice for the registered nurse. 			
<ul style="list-style-type: none"> ○ Assume accountability and responsibility for clinical assignment and care delegation to others. 			
Patient-centeredness <ul style="list-style-type: none"> ○ Collaboratively participate in case management of the client utilizing management theories. 			
<ul style="list-style-type: none"> ○ Work in collaboration with others to provide quality care for the patient. 			

NLN: Nursing Judgment: Make judgments in practice, substantiated with evidence that integrates nursing science in the provision of safe, quality care and promote the health of patients within a family and community context.

QSEN: Safety: Minimizes risks of harm to patients and providers through both system effectiveness and individual performance.

QSEN: Informatics: The student will use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Clinical Objectives	Date:	Mid- Term	Final
Caring			
<ul style="list-style-type: none"> ○ Recognizes and reports changes in the patient status to the primary nurse in a timely manner 			
Diversity			
<ul style="list-style-type: none"> ○ Apply a caring and nurturing attitude when addressing the patient's values, customs and culture. 			
<ul style="list-style-type: none"> ○ Implement nursing care for individuals and /or significant support person(s) incorporating spiritual, cultural and holistic needs in diverse settings incorporating documented best-practice 			
Ethics			
<ul style="list-style-type: none"> ○ Implement cost effective measures in the healthcare setting ○ Assume accountability and responsibility for clinical assignment 			
Excellence			
<ul style="list-style-type: none"> ○ Documents patient data accurately and in a timely manner ○ Uses time effectively to organize care for multiple patients 			
Holism			
<ul style="list-style-type: none"> ○ Performs head to toe physical assessment under the supervision of the clinical preceptor until proficiency demonstrated ○ Gathers data in an organized, ongoing, and timely manner 			
Integrity			
<ul style="list-style-type: none"> ○ Accurately document comprehensive patient care data in the electronic medical record. ○ Prioritize patient problems based on collected data. ○ Administer medications safely using all routes of administration including the 6 rights of multiple patients. 			
Patient-centeredness			
<ul style="list-style-type: none"> ○ Informs clinical staff of responsibilities each clinical day ○ Examines interpersonal process when communicating with patient, significant support persons and others. ○ Use assertive communication skills when interacting with others in health care setting. ○ Identify the stages and techniques used to accomplish conflict resolution. 			

NLN: Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

QSEN: Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.

QSEN: Quality Improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Clinical Objectives	Date:	Mid-Term	Final
Excellence			
<ul style="list-style-type: none"> ○ Displays initiative 			
<ul style="list-style-type: none"> ○ Demonstrates self-awareness through self-reflection 			
Holism			
<ul style="list-style-type: none"> ○ Make clinical judgments and management decision to provide safe nursing care. 			
<ul style="list-style-type: none"> ○ Use the nursing process to provide dependent and independent care for client in high acuity settings. 			
Patient-centeredness			
<ul style="list-style-type: none"> ○ Incorporate resources that support evidence-based/best practice for skills provided. 			
<ul style="list-style-type: none"> ○ Interprets findings in the electronic medical record to formulate evidence based clinical judgments 			
<ul style="list-style-type: none"> ○ Inform patient and significant support person(s) of care measures. 			
<ul style="list-style-type: none"> ○ Participate in quality improvement initiatives in the health care settings. 			

NLN: Human Flourishing: Advocates for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
QSEN: Patient Centered Care: Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Clinical Objectives	Date:	
Caring		
<ul style="list-style-type: none"> ○ Verbalize plan of care based on patient responses and or changing health status. 		
<ul style="list-style-type: none"> ○ Evaluate patient outcomes and effectiveness of interventions. 		
<ul style="list-style-type: none"> ○ Revise plan of care based on patient response and /or changing health status. 		
<ul style="list-style-type: none"> ○ Holism 		
<ul style="list-style-type: none"> ○ Involve patient and significant others when establishing short and long term outcomes for identified patient problems. 		
<ul style="list-style-type: none"> ○ Assess the patient and significant support person (s) learning needs, learning strengths, capabilities, barriers, and readiness to learn. 		
<ul style="list-style-type: none"> ○ Develop an individualized teaching plan based on assessment needs. 		
Patient-centeredness		
<ul style="list-style-type: none"> ○ Apply teaching learning principles using standardized materials. 		
<ul style="list-style-type: none"> ○ Evaluate effectiveness of teaching plan. 		
<ul style="list-style-type: none"> ○ Modify plan on evaluation of learners response. 		
<ul style="list-style-type: none"> ○ Reinforce teaching with patient(s) and significant support person (s). 		
<ul style="list-style-type: none"> ○ Present a staff development program for staff. 		
<ul style="list-style-type: none"> ○ Participate in developing successful discharge plan. 		

Reflect on the student's overall performance. What are the student's strengths?

Mid-term Comments:

Final Comments:

What specific area of performance does the student need to concentrate on improving?

Mid-term Comments:

Final Comments:

Mid-Term Date: _____

Instructor Signature: _____ Student Signature: _____

Preceptor Signature _____

Final Date: _____

Instructor Signature: _____ Student Signature: _____

Preceptor Signature _____

**Fayetteville Technical Community College
Associate Degree Nursing**

Student Evaluation of Preceptor

Student: _____ Date: _____

Preceptor Name/Agency _____

INSTRUCTIONS: Please complete the evaluation form by circling the appropriate numbers related to how you experienced or perceived your clinical preceptor and by writing any additional comments.

1 = Strongly Disagree 2= Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree					
Is available to student	1	2	3	4	5
Is accessible to the student	1	2	3	4	5
Is responsive to the student	1	2	3	4	5
Demonstrates understanding of the preceptor role	1	2	3	4	5
Serves as an effective role model as a teacher, mentor, and registered nurse	1	2	3	4	5
Demonstrates strong interpersonal skills with other members of the health team.	1	2	3	4	5
Demonstrates negotiation and conflict management skills.	1	2	3	4	5
Facilitates student's identified goals and objectives.	1	2	3	4	5
Encourages student to assume responsibility and accountability throughout the preceptorship.	1	2	3	4	5
Considers student's background level and competence.	1	2	3	4	5
Provides feedback, when questions or situations arise, which is timely and appropriate.	1	2	3	4	5
Demonstrates critical thinking behaviors.	1	2	3	4	5
Assists student in decision making process.	1	2	3	4	5
Allows student to suggest alternatives to the preceptor's ideas.	1	2	3	4	5
Suggests and provides additional learning experiences, when appropriate, to meet student's needs.	1	2	3	4	5

Additional Comments:

Student Signature _____

**Fayetteville Technical Community College
Associate Degree Nursing**

Preceptor Evaluation of Course

We welcome your comments regarding your experience as a preceptor for our course.

INSTRUCTIONS: Please complete the evaluation form by circling the appropriate numbers and by writing any suggestions for the course (use reverse of page or attach additional page, if needed.)

1 = Strongly Disagree 2= Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree					
Received adequate preparation/orientation for my role in this course.	1	2	3	4	5
Had a general working knowledge regarding the course outcomes.	1	2	3	4	5
Faculty created a partnership to meet student's needs for the clinical experience.	1	2	3	4	5
Faculty was collegial, receptive, and professional.	1	2	3	4	5
Faculty was responsive to needs throughout the course.	1	2	3	4	5
Student(s) were adequately prepared for the clinical experience.	1	2	3	4	5
Participating in this course has enhanced my job satisfaction.	1	2	3	4	5
Participating in this course has enhanced recognition of my expert practice.	1	2	3	4	5
Participating in this course enhances my organization.	1	2	3	4	5
I am willing to serve as a preceptor again.	1	2	3	4	5

Suggestions for the course:

Thank you for your valuable contribution to this course.

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

The FTCC Associate Degree Nursing Program is nationally accredited by the ACEN, Accrediting Commission for Education in Nursing formerly known as NLNAC. One of the accreditation Standards 4.2 states, "The curriculum is developed by faculty and regularly reviewed for rigor and currency". The program has a standing curriculum committee who meet on a monthly basis to evaluate the curriculum for relevancy, currency and rigor. Prior to the beginning of each semester the program faculty meet to evaluate the course syllabus for each course. Each clinical evaluation tool, each rubric assignment, clinical paperwork is reviewed for currency.

The program meets on an on-going basis with the clinical agencies to stay abreast of the latest changes in health care affecting nursing practice. Faculty members stay current in clinical practice through workshops and staff development offerings at the clinical facilities. Faculty attend workshops and staff development programs related to their areas of specialty to remain current in practice. The faculty and program director network with other community college faculty and directors to monitor changes in nursing education through quarterly director meetings and annual NCADN faculty conferences. The program maintains membership in the National League for Nursing, the national leader in the promotion of excellence in nursing education. This membership affords the faculty access to free teaching resources and discount rates on professional development activities.

The Advisory Committee members provide information regarding the job market and the latest trends in health care for graduate employment.

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

No outside paid consultants have been used by the program. The program completes a Systematic Program Evaluation (SEP) each academic year (Appendix: SEP 2012-2013). The SEP development and tracking of data is a faculty led process. The program has a standing SEP Committee but evaluation results are shared with faculty members during monthly faculty meetings. The program is accredited by the Accrediting Commission Education in Nursing (ACEN) and evaluated every eight years. The A.D.N. program maintains an ongoing review and adherence to accreditation standards. The program Department Chair regularly attends the A.D.N. Director's quarterly meetings where program changes and trends in the industry are shared. Faculty members are encouraged to attend the Annual North Carolina Associate Degree Nursing Council (NCADN) conference held in the spring. This is the organization of A.D.N. educators where information is shared and faculty have the opportunity to network with other ADN Educators. The program has ongoing communication with the North Carolina Board of Nursing and the nurse consultant assigned by the board.

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

In Fall 2010, FTCC Associate Degree Nursing program implemented a new curriculum. This is a concept-based learning curriculum mandated by the North Carolina Community College system. The new curriculum reflects the Institute Of Medicine's recommendations, the National League for Nursing and North Carolina Board of Nursing standards.

Dr. Jean Giddens, an expert in concept-based curriculum development and evaluation, stated that conceptual learning "is based on the premise that concepts can be used effectively as unifying classifications or principles for framing learning while knowledge increases exponentially." She states that a concept is an "organizing principle, or a classification of information." By using concepts, the student "can recognize and understand similarities and recurring characteristics, which can be applied more effectively than memorized facts." Teachers focus on generalities (concepts) and then apply this understanding to specifics (exemplars). This method encourages students to build associations among interrelated concepts.

Giddens, Jean, *The Concepts for Nursing Practice*, St. Louis, 2013, Elsevier.

A few NC Community Colleges chose to implement the CIP program in 2009 using the text books they had previously used with the old medical model of instruction. The FTCC ADN nursing program waited until Fall of 2010 to implement when textbooks specifically geared for concept teaching were available. Because of our admission cycle, the FTCC ADN program ran two different curriculum models in 2010. The second year students were still utilizing the medical model and the new, first year students the concept-based curriculum. That first semester was challenging as instructors were learning new techniques of teaching in the classroom. Instructors put more focus on students being active learners by engaging in group activities and independent learning. Students struggled with this learning concept as their pre-college educational experience had been mostly instructor lecture (being taught to the test) and regurgitation of material on tests for evaluation. In nursing, this previous mode of teaching did nothing to foster critical thinking or independent lifelong learning.

Another change the ADN program initiated was requiring CNA 1 certification and taking the Test of Essential Academic Skills test as an admission requirement. Prior to 2010, CNA skills were taught as part of the curriculum in the first semester. With the CIP curriculum, there was not time allotted for this, so students were expected to come into the program knowing how to do basic nursing skills.

The TEAS test is a pre-nursing test that looks at Reading, Mathematics, Science and English and Language Usage. The TEAS V exam is a significant predictor of how students will do in nursing school. This was the first time FTCC ADN had used such

testing as a guide for admission. There was no minimal score required for admission in 2010. In 2011, Basic level was required for admission. After examining the success of the students and trending of data, students with Proficient or higher scores are admitted beginning in 2014.

Prior to 2009, the FTCC ADN offered an LPN to RN Transition course in the Summer. This cohort of students merged with the generic ADN students in the Fall and Spring. In order to prepare for the upcoming CIP Curriculum change for 2010, the Transition program was suspended. It was reinstated in Summer 2012 as the ADN Advanced Placement option as a separate cohort. We were able to accept more students into this cohort because these students did not merge into the generic ADN student population.

We have modified the points system for the Associate Degree Nursing program in order to get a stronger, more qualified academic student. In 2013 we began giving one point each to students making "B or better" in BIO 168 and BIO 169. We also are rewarding students with 3.5 or greater Health GPA with points for their efforts.

Did the changes result in anticipated outcomes originally driving the change?

The concept based curriculum has brought about many challenges. One of the anticipated outcomes that most community colleges expected was a slight decrease in NCLEX-RN scores for the first graduating class after implementation. This occurred in the Fayetteville Technical Community College Associate Degree Nursing program in 2012. In addition, the NCLEX-RN test plan changed in 2013 with an increase in exam difficulty. This affected the 2013 NCLEX-RN scores as well. The larger ADN Advanced Placement cohort tested in 2013 which had an impact on NCLEX-RN test results.

In 2010, the requirement of students being CNA 1 certified did not provide the program with well-prepared first semester students as we had hoped. The majority had deficient basic skills and required remediation before entering the practicum areas. In 2011, we required proof of participation in a program consisting of class, lab, and clinical. We also changed our admission point system to reflect a point for CNAs that have worked six months or more. They will need to bring verification to the Information session.

Students entering the program with a "Basic" TEAS score have not done as well as those with higher scores. In Fall 2014, admitted students will have to score "Proficient" or higher. The desired outcome will be a more qualified applicant pool and increase program retention.

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

The program is currently evaluating the implementation of the Concept Curriculum. This curriculum was implemented 2010. The program has experienced a two year decline in NCLEX-RN Pass Rates since the implementation of the new curriculum. It is noted that the NCLEX-RN test plan changed in 2013 with an increase in exam difficulty.

- 2011-2012 – 86%
- 2012-2013 – 77%

The program has developed a Quality Improvement Plan to identify areas that may have contributed to the decrease in the NCLEX-RN pass rate.

Faculty have completed an evaluation of the curriculum to ensure congruency with the NCLEX-RN Test Plan. This helped the program identify any areas for improvement or omitted content areas.

The program increased the TEAS Test admission score from the Basic to Proficient to select a more qualified applicant and increase program retention. Current changes are being evaluated to determine effectiveness.

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

Appointments to the advisory committee typically are for three years (renewed yearly). A minimum of two members should rotate off the committee annually. Members can be recommended to serve additional terms. All exceptions must be approved by the Dean. The members of the Advisory Committee for the Nursing programs (ADN, LPN and CNA) are chosen from the health care and education industries. A minimum of seven members and maximum of fifteen members are part of the Advisory Committee.

Last Name	First Name	Title	Position	Employer	Start	Term
Afua	Ahrin	Dr.	Department Chair FSU Nursing	UNC Fayetteville State University	2012	2012-2015
Coffelt	Faye	Ms.	Coordinator	CCS Children's Health Services	2008	2008-2012
James	Pam	Mrs.	PHN Supervisor I	Cumberland County Dept of Public Health	2012	2012-2015
Segarra	Vivian	Ms.	Chief, Learning Resources	VA Medical Center	2009	2009-2012
Jones	Shawn	Ms.	High School Counselor	CCS - South View High School	2011	2011-2013
McDonald	Kim	Ms.	Nurse Recruiter	VA Medical Center	2008	2008-2012
McManus-Gilmore	Wendy	Ms.	Instructor	North Carolina Central University	2008	2008-2012
Wallace	Korrene	Ms.	RN - ED	Womack Army Medical Center	2009	2009-2012
Cessna	Elaine	Ms.	Assist Director of Nursing	Cumberland County Health Department	2012	2012-2014
McBryde	Lorene	Ms.	RN	Cape Fear Valley Health System	2008	2008-2012
Priddy	Margy	Ms.	Education Coordinator	Cape Fear Valley Health System	2008	2008-2012

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

Prior to the 2013-2014 academic year the Advisory Committee met three times per year. The Advisory Committee members were invited to a kick-off joint meeting of all college Advisory Committees in the early fall. The programs met again in November with their individual committees. This is when the programs shared information about their individual programs and received input from the committee members. A virtual meeting was held in the spring and the programs provided updates to the Advisory Committee members.

These meetings have not been as well attended as the program would desire for the past three years. In 2012 several committee members retired and several new committee members were added in an effort to get a more active committee.

It is noted from the minutes dated November 16, 2011 through May 20, 2013 that the Advisory Committee participated in dialogue referencing the 2012 NCLEX-RN Pass Rate of an 86%. It was noted that the pass rate of 86% was indicative of the implementation of the new curriculum (CIP) in the Fall of 2010. The class of 2011-2012 was the first graduating class under the new CIP curriculum.

Additionally, the programs discussed that there has been a major impact on part-time faculty hours and we will be limited to 14 contract hours per week for all part-time faculty. This is related to the Affordable Care Act. The program is not sure of the impact of this new standard except we will need to hire more part-time faculty.

The Advisory Committee meetings are conducted using an informal approach. The programs begin by providing individual program updates. The affiliation agencies also provide updates pertinent to healthcare trends, business and industry and the job market for new graduates.

Committee Minutes

Advisory Committee for Nursing

November 14, 2013, 4:00 PM, HTC 143

Members present: Carolyn Stovall, Department Chair Associate Degree Nursing F, Sandra Monroe, Department Chair PN F, Denise Pate, Department Chair CAN F, Pamela James, Cumberland County Health Department, Angela Tyson, VA Medical Center, Mary Johnson, Dean Health Programs A

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

Members absent: Dr. Ahrin Afua, Shawn Jones, Korrene Wallace, Elaine Cessna, Lorene McBryde, Marge Priddy

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

OLD BUSINESS: No Old Business

NEW BUSINESS: Welcome of new member to the committee, Angela Tyson from the VA Medical Center. Angela is taking the place of Kim McDonald who has moved into another position.

Update on:

Associate Degree Nursing Program – Carolyn Stovall The Associate Degree Nursing Program graduated 74 students in May 2013. This included 16 students from the LPN to RN Advanced Placement Program. The program currently has 154 students enrolled in the program. There are 25 Advanced Placement students. There continues to be an interest in the community for the Advanced Placement Option. However this cohort proved to be a high risk group for NCLEX success during the past testing cycle. The program current NCLEX Pass rate is 77%. Down from the previous year of 86%. It is noted that the national NCLEX pass rate dropped 9% related to change in the test plan. The Advanced Placement cohort had a pass rate of 50% which dramatically impacted the program pass rate. The programs instituted changes this year and expect to see an improvement in our pass rate for the 2014 students. The program is fully staffed at this time; however we started the semester down 3 full time faculty members. Saw slight decrease in enrollment during the last admission cycle. Admitted 87 students into the freshmen class. Currently there are two full time faculty members working with the Advanced Placement cohort. Final job report numbers are not in at this time. Last year 89% of our graduates had jobs 6 months after graduation.

Practical Nursing – Sandra Monroe

Accepted 83 students this fall into PN.

35 into Day and 48 into evening sections. PN will not be able to use WOMACK this spring and summer semesters due to phase II students and cadets from Ft. Sam Houston. Will use more simulation for OB and Peds. NC BON scores as of 9/30 were 94%. Faculty: One part time instructor position open. Job Placement: Students not having problems finding jobs but would like more hospital positions. Some students plan to continue their education but need to work while in school.

Nursing Assistant Curriculum - Denise Pate

We accepted 50 students this fall into NAI.

35 College Connections and 14 Weekend students. 8 W/E students plan to continue in program; 4 are exiting after they receive NAI certification. They are entering Nuclear Medicine or other health programs and needed only NAI as a prerequisite. ADN students often will finish the entire certificate; They receive 2 competitive points towards gaining entry into ADN. Rolled out a new NAI Curriculum this fall that involves more critical thinking skills, active learning and scenarios. Reports so far are that the activities are time consuming both in preparation and doing them. We will later look at test scores to see if this affects our programs Denise is participating in a state Advisory Board that is looking at adding or subtracting courses from the curriculum side of Nursing Assistant. We are meeting every 8 weeks to discuss what needs to be added, or subtracted from the common course library. NA had a state visit back in Sept. all seemingly went well but I am still waiting on an official report. The auditor did remark about the student to faculty ratio which was 1:11 in the lab, but that is still within the guidelines originally set up with the program. Faculty: I have one weekend instructor not returning for Spring, and one-two weekday instructors not returning to assist with college connections. Job Placement: All graduates are continuing their education in healthcare, no difficulty finding jobs, and 5% are working in the field while attending college. We had 13 students enter the weekend program last year, 9 completed. 15 College connections, 11 completed. 100% passed the written NACES exam, two college connections students did not pass on a skill, and did not ever retest. The State Average is 70%.

Actions/Activities/Assignments before next meeting: Find additional clinical sites. Increase board scores. Hire to fill vacant faculty positions. VA still not accepting new graduates. Limited opportunities for new graduates at the health department.

Next Meeting: Next meeting date planned for spring, this might be a virtual meeting. Discussed strategies to get greater attendance. Members present stated the time frame selected for meeting was good for them.

Adjournment: Meeting adjourned at 5 PM

Minutes Prepared by: Carolyn Stovall

Minutes Approved by: Sandra Monroe and Denise Pate

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

The Advisory Committee has assisted the programs with information about the job market for new graduates. They have provided valuable insight on the industry trends and information on applicants interviewing techniques. There have been no recommendations by the committee related to curriculum changes as it relates to currency.

The effectiveness of the committee has been somewhat limited. The program has tried a number of ways to improve attendance by changing the time of day of the meetings, providing lunch or snacks at the meetings. Committee members who attend are very engaged in the process.

The program has begun discussion of separating the current Advisory Committees for each of the individual nursing program. This might enable a more effective committee working with one individual program.

X-3.3 Faculty

(Self-Study Team's assessment)

A. For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members. (Sections offered and that were not canceled for low enrollment can be obtained by contacting either the Director of Data Management and Assessment (8-8535) or from the Office of Curriculum Data Management (8-8218).

Associate Degree Nursing Program Core Courses by Section

	2009SP	2009SU	2009FA	2010SP	2010SU
NUR-110	***	***	2	***	***
NUR-120	2	**	**	2	**
NUR-130	*	4	*	*	4
NUR-189	*	1	*	*	1
NUR-210	***	***	2	1	***
NUR-220	2	**	**	**	**

* Course Offered only in Summer Semester

** Course Offered only in Spring Semester

*** Course Offered only in Fall Semester

Associate Degree Nursing Program Core Courses by Section - Program Title and Course Titles Changed in 2010FA

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU
NUR-111	2	***	***	2	***	***	2	***	***
NUR-112	**	2	**	**	2	**	**	2	**
NUR-113	****	****	3	****	****	2	****	****	2
NUR-114	**	2	**	**	2	**	**	2	**
NUR-210*	2	*	*	*	*	*	*	*	*
NUR-211	*****	*****	*****	2	****	****	1	**	***
NUR-212	*****	*****	*****	2	***	***	1	***	***
NUR-213	*****	*****	*****	****	2	**	**	1	**
NUR-214	*****	*****	*****	*****	*****	1	****	****	1
NUR-221	*****	*****	*****	*****	*****	*****	1	***	***
NUR-223	*****	*****	*****	*****	*****	*****	*****	2	**

* Course Phased-Out due to NCCCS realignment of Associate Degree Nursing Program in 2010FA

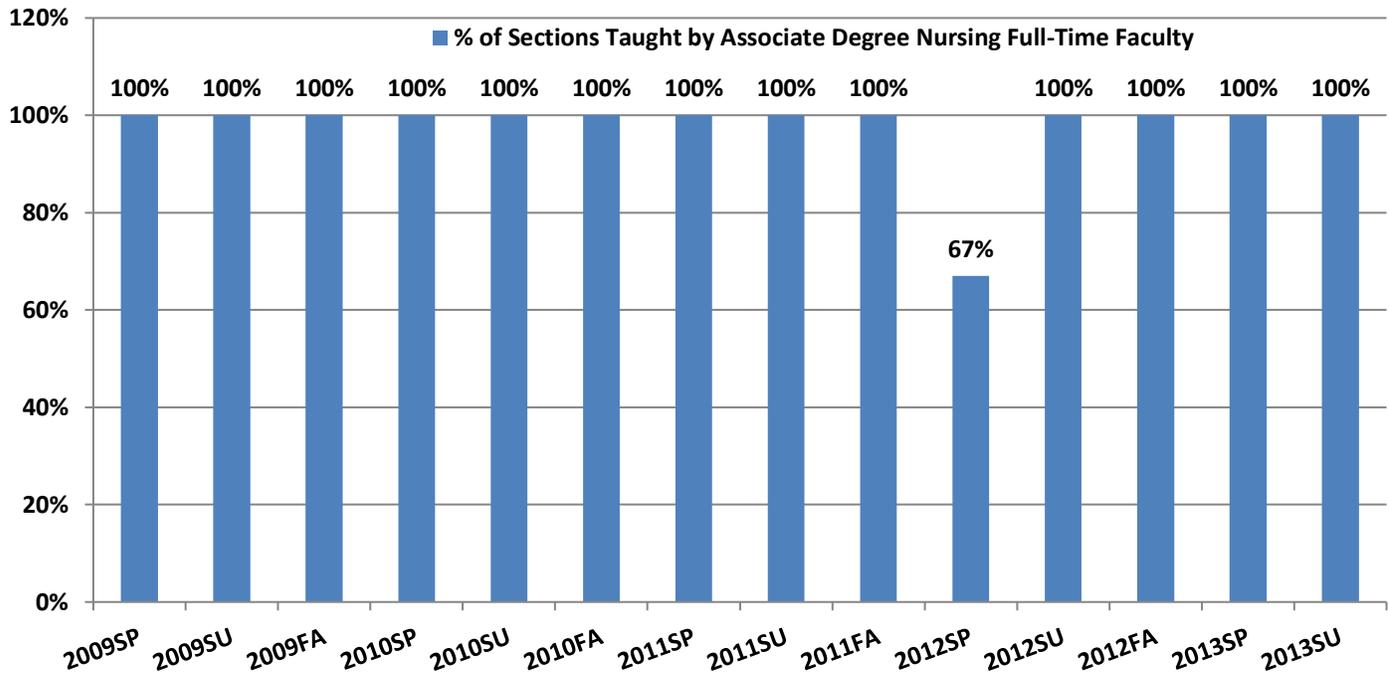
** Course Offered only in Spring Semester

*** Course Offered only in Fall Semester

**** Course Offered only in Summer Semester

***** Course Added to NCCCS Common Course Library as a result of the Associate Degree Nursing Course Alignment

Percentage of Sections Taught by Associate Degree Nursing Full-Time Faculty (Spring 2009-Summer 2013)



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

Full time faculty in the Associate Degree Nursing Program must have a Master's Degree in Nursing in accordance with the Accreditation Commission for Education in Nursing (ACEN) standards. Part-time faculty must have a BSN but the program must maintain a balance of 51% of part-time faculty at the MSN level for accreditation standards.

All nursing faculty must have a current, unrestricted R.N. licensure. Candidates for faculty positions must have 2 years of clinical experience as required by the North Carolina Board of Nursing. The program tries to maintain a balance of faculty backgrounds with various clinical experiences. Prior teaching experience is always preferred but not required if the candidate meets the educational and clinical experience. All candidates must have current CPR.

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

All faculty in the Associate Degree Nursing Program are appropriately credentialed and qualified to teach in the program (See attached **Table 3.3**).

Table 3:3 Faculty Credentialing Profile, Full Time and Part Time, 2013-2014									
Faculty Name	FT/PT	Date Of Initial Appt.	Rank	BSN Degree Year	Institution Granting Degree	Graduate Degree Year	Institution Granting Degree	Area of Clinical Expertise	Academic Teaching and Other areas of Responsibility
Britton, Barbara Advance Placement Coordinator	FT	8/05	Faculty	1991	Medical University of South Carolina Charleston, SC	1998 MSN NNP	Medical University of South Carolina Charleston, SC	Neonatology FNP, Certified Nurse Educator (CNE)	Coordinator Advanced Placement LPN Program: NUR 214, NUR 221, NUR 223
Ellis, Sharon	FT	12/91	Lab Instructor	1981	East Carolina University Greenville, NC	1999 MSN Adult Health	East Carolina University Greenville, NC	Medical, Orthopedics, Neurology, Oncology	Second Level Instructor to include: NUR 213
Elliott, Janice Coordinator NUR 211	FT	8/02	Faculty	2001	Fayetteville State University Fayetteville, NC	2004 MSN Nursing Administration	University of Phoenix Phoenix, AZ	Medical-Surgical, Pediatrics, Critical Care, Progressive Care, OB/GYN	Second Level Instructor to include: NUR 113, NUR 211, and NUR 213; Coordinator NUR 211
Maynard, Judy Coordinator NUR 111/112	FT	3/01 PT 10/02 FT	Faculty	1972	UNC Greensboro Greensboro, NC	2004 MSN Nursing Administration	University of Phoenix Phoenix, AZ	Medical-Surgical, Pediatrics, Critical Care, Progressive Care, OB/GYN	First Level Instructor to include: NUR 111, NUR 112, and NUR 113; Co-Coordinator NUR 111
McAllister, Kathy Coordinator NUR 213	FT	8/10	Faculty	2006	University of Phoenix Phoenix, AZ	2010 MSN Nursing Education	University of Phoenix Phoenix, AZ	Medical-Surgical, Telemetry, Long-Term Care, Home Health/Hospice, Training & Development	Second Level Instructor to include: NUR 211, NUR 213, NUR 214, NUR 221,
Peniston-Keys, Judy Coordinator	FT	8/07	Faculty	1976	Tuskegee University Tuskegee, AL	1992 MSN WHNP	Medical College of Virginia Richmond, VA	Psychiatric, Maternal/Child, Women's Health, Certified in OB (RNC-OB) , US Army Nursing Corp	First and Second Level Instructor to include: NUR 113, NUR 211, and NUR 114; Coordinator NUR 214
Stamey, Sarah	FT	8/10	Faculty	2004	UNC-Chapel Hill Chapel Hill, NC	2008 MSN	University of Phoenix Phoenix, AZ	Medical-Surgical, Critical Care, Training & Development	First Level Instructor to include: NUR 111 and NUR 114:Co-Coordinator NUR 111

Stephens, Melanie Coordinator	FT	8/05	Faculty	2001	UNC Pembroke Pembroke, NC	2003 MSN Nursing Adm. 2005 Post Graduate Ed. PMC in Nursing	UNC Chapel Hill Chapel Hill, NC UNC Charlotte, Charlotte, NC	Labor and Delivery, Postpartum, and Gynecology, Certified Nurse Educator (CNE)	First Level Instructor to include: NUR 111, NUR 112, and NUR 113; Coordinator NUR 113
Stovall, Carolyn Department Chair	FT	1/98 FT 8/07 PT 5/10 FT	Department Chair	1974	NC A&T State University Greensboro, NC	1978 MSN	Wichita State University Wichita, KS	Long-Term Care, Medical- Surgical Nursing, CCU, Staff Development, Nursing Education.	Department Chair with limited teaching responsibility.
Ebbert, Melanie	FT	8/10	Clinical Instructor	2009	Kaplan University Chicago, IL	2013 MSN Duke University	Duke University Durham, NC	Orthopedics, Med-Surg, Certified in Orthopedics (ONC)	First Level Instructor to include: NUR 111 and NUR112
Tilghman, Anne	FT	8/12	Faculty	NA	NA	1998 MSN/Nurse Midwifery	University of South Carolina Charleston, SC	OB/GYN, Certified Nurse Midwife	First Level instructor for NUR 111 and NUR 114
Marian Jeanette Hackett	FT	8/26/13 PT 10/1/13 FT	Clinical Instructor Made FT Faculty	1992	Barton College	1999 MSN	East Carolina University, Greenville, N.C.	Home Health Management, Nursing Education, Medical Surgical, Oncology	Hired as P-T clinical Instructor and later hired to FT Instructor position. NUR 211/212, NUR 213.
LeeAntoinette Moore	FT	10/1/13	Faculty	1995	Winston-Salem State University	2012 MSN	Liberty University Lynchburg, VA.	Public Health School Nursing, Case Management, Outpatient Renal Dialysis, Medical telemetry, CCU	First Level Instructor to include, NUR 111, 112.
Linda Spjute	FT	10/15/13	Faculty- Ad. Placement	1999	California State University- Fresno	2011 MSN	California State University - Fresno	Nursing Education, OB/GYN, Postpartum, Management,	Advanced Placement NUR 214, 221, 223
Swierz, Margaret	PT	8/10	Faculty	1972	Hunter College Bellville School of Nursing Bellville, NY	1981 MSN	Hunter College Bellville School of Nursing Bellville, NY	Medical-Surgical, PACU, Nursing Education	Clinical Instructor to include: NUR 111 and NUR 112

Brown, Reginald	PT	8/12	Clinical Instructor	2006	UNC Chapel Hill Chapel Hill, NC	2009 MSN Nursing Education	Duke University Durham, NC	Critical Care, Surgical-Orthopedics, Long-Term Care, Mental Health, Clinical Faculty Nursing Education	Clinical Instructor to include: NUR 111 and NUR 114
Craig, Joyce	PT	8/09	Clinical Instructor	1984	Hampton University Hampton, VA	1990 MPA 2013 MSN	Golden State University San Francisco, CA Walden University	OB/GYN, Maternal Child Prior US Army Nursing Corp	Clinical Instructor to include: NUR 111, NUR 112, and NUR 113
James, Pamela	PT	8/12	Clinical Classroom Instructor	1977	East Carolina University Greenville, NC	1982 MSN Nursing Education	East Carolina University Greenville, NC	Public Health Nursing, Nursing Instructor FTCC (FT, Medical Surgical Nursing	Advance Placement LPN Program Instructor to include: NUR 221 and NUR 223
McMahon, Caroline	PT	8/09	Clinical Instructor	2006	Virginia Commonwealth University Richmond, VA	NA	NA	Critical Care	Clinical Instructor to include: NUR 211 and NUR 212
Ventura, April	PT	1/08	Clinical Classroom Instructor	2002	UNC Pembroke Pembroke, NC	2008 MSN Nursing Education	Duke University Durham, NC	Home Health, Hospice, Telemetry, Certified Nurse Educator (CNE)	Advance Placement LPN Program Instructor to include: NUR 214, NUR 221, and NUR 223
Yellowdy-Haley, Teresa	PT	1/09	Clinical Instructor	1991	University of Delaware Newark, DE	1999 MA 2013MSN	University of Maryland at Bowie State Bowie, MD Walden University	Medical-Surgical, Public Health, Certified in Medical Surgical (RNC) Reservist US Army Nursing Corp	Clinical Instructor to include: NUR 211 and NUR 212
Hillary Sweatland	PT	10/16/12	Clinical Instructor	2005	Indiana Wesleyan University	2009 MSN, FNP	University of Hawaii at Manoa	Long Term Care, Leadership Management, ICU, Rapid Response	Clinical Instructor First Level NUR 111, 112
Athena Trujillo	PT	8/19/13	Clinical Instructor	NA	NA	2013 MSN	University of Phoenix, Phoenix, AZ	Medical-Surgical, Cardiac Nursing, ICU, Home Health	Clinical Instructor Second Level NUR 211/212, 223

Dr. Alexandria Montgomery	PT	8/26/13	Clinical Instructor	2007	Austin Peay State University	2008 MSN 2012 DNP	Vanderbilt University , Nashville, TN Shenandoah University, Winchester, VA	Nursing Education, Clinical Preceptor, Nurse Midwifery, Women's Health, Nurse Practitioner	Clinical Instructor Second Level NUR 211/212, 213
---------------------------	----	---------	---------------------	------	------------------------------	----------------------	--	--	---

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

All faculty members full-time and part-time are evaluated on an annual basis. Full time faculty members are evaluated according to the college schedule in the spring semester using the Employee Performance Appraisal. Classroom observations, student evaluations, and supervisor observations are used to obtain data. All part-time instructors are observed annually using the classroom observation tool. Student evaluations are also completed for some part-time clinical instructors. All program faculty met or exceeded expectations.

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

Full time faculty are required to complete 30 hours of professional development annually for the institution. There are limited opportunities for faculty to complete profession specific professional development on campus. The college offers courses on various topics such as Prevention of Sexual Harassment, DDI Targeted Selection Interviewing and Blood Borne Pathogens. As nurses, the faculty are also required to complete OSHA and HIPPA training annually. New faculty members are required to complete the Excellence In Teaching training to prepare them for the world of academia. Faculty in the Associate Degree Nursing Program are encouraged to attend at least one off-site conference such as the North Carolina Associate Degree Nursing Council depending on availability of funds from the institution. Through these and other opportunities, the faculty learn ways to further facilitate student learning through the use of technology and all other available resources. Workshops are held by our textbook company on the use of the Pageburst and Simulated Learning System (SLS) as well as the Kaplan Integrated testing has provided several professional development opportunities for the faculty. Faculty are encouraged to participate in professional organizations such as the American Nurses Association, North Carolina Nurses Association, National League for Nursing and others as they pertain to the individual's field of expertise. Faculty are required by the North Carolina Board of Nursing to maintain licensure with 30 continuing education units every two years. This ensures the faculty members remain current in their knowledge of nursing and are able to pass along this knowledge to the students. Faculty are encouraged to seek Certification in Nursing Education as the individual becomes eligible.

*See Appendix for a list of faculty and their professional development experiences.

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

The Department Chair serves as an Accreditation Commission for Education in Nursing (ACEN) site visitor. This is one of the national accrediting agencies for nursing education programs. This will give the director additional insight into the accrediting process. It will also provide opportunities to visit other Associate Degree Nursing Programs throughout the nation and observe their processes.

Two full time faculty members, Barbara Britton and Melanie Stephens have received their Certified Nurse Educator (CNE) certification which is the national certification for nursing education. Faculty who receive the CNE designation are viewed as experts in the field of nursing education. These two faculty members will greatly enhance the status of the A.D.N. faculty.

Barbara Britton completed a study on "*The perception of faculty support in relationship to attrition from the Associate Degree Nursing Programs.*" This study was conducted as part of the fulfillment of requirements to complete her Doctorate in Educational Leadership. Students were asked to complete demographics and an electronic diary describing their experience and perspective of faculty support during the nursing program and at the time of exit from the nursing program. The study involved two community colleges in Southeastern NC. Results were varied. The information gleaned from the study may assist nurse educators and leaders to make modifications in the facilitation of nursing education, decrease the rate of attrition in ADN programs, and add to the potential of professionals entering the nursing workforce.

Barbara Britton also wrote a mini-grant to implement peer to peer tutoring in the Associate Degree Nursing Program in the Spring 2013. This was an effort to increase student retention in the program. Peer-to-peer tutorial groups were formed in each course of the Associate Degree Nursing program. Four stellar students were identified to receive funding from a mini-grant for participation as peer-tutors for their respective courses. Students met on campus for a minimum of one hour per session with the peer tutor. Students receiving tutorial assistance from a peer were recruited through a voluntary commitment to attend tutoring sessions. The majority of students benefitted from the endeavor. One peer-tutor was relieved of tutoring when a notable decrease in her grades was noted. The students in that particular tutoring group, however, did make academic progress.

The program also received a mini-grant in the spring 2013 to sponsor a school wide

student led function called “Enough.” This was a project resulting from a student community assignment developed in NUR 212. Students were assigned the task of developing a community project from the “Healthy People 2012” initiative. These students chose alcohol abuse and driving. Through the mini-grant the students were able to sponsor a one-day educational event on the FTCC campus. This event included a simulation of a motor vehicle accident, volunteer guest speakers to provide personal testimonials, family response, ER nurses, ER providers, first responders, law enforcement, and a lawyer. Educational pamphlets and booths were set up and the students and community were asked to sign pledge cards to not drink and drive. Thanks to the partnership with FTCC Activities Director this was successful event.

X-3.4 Resources and Support Services

(Self-Study Team’s assessment)

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

The program uses skills labs, simulation labs and clinical sites at Cape Fear Valley Health System, Southeastern Regional Medical Center, Highsmith Rainey of CFV, VA Medical Center, Womack Army Medical Center and nursing homes, home health sites, and local county health Departments.

Students have lab and clinical hours for specific nursing courses. Each nursing course has a specific number of lab and clinical hours. Students are assigned to rotate through various clinical sites during their time in the program to give them diverse clinical experiences. There are 4 labs and 2 simulation rooms with a control room that is shared by all health programs.

Specialized equipment used in the program is numerous and included low to high fidelity Simulation mannequins, computerized medication administration carts and stock meds, lab supplies to include IV insertion kits, blood transfusion simulation, tracheostomy care kits, central venous access kits, chest-tubes and collection devices, OB-GYN organ simulators, dressing supplies, diabetic testing supplies, indwelling catheterization kits, IV pumps, tube feeding pumps, TED hose, infant warmer, hospital beds, EKG simulator, portable suction machine, oxygen delivery devices, etc. Additional supplies such as gloves, pads and others supplies are used in the lab to simulate the hospital environment.

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

The clinical space is limited. There are other educational institutions competing for clinical space and clinical sites. Available clinical sites are becoming limited with the proliferation of BSN Nursing programs in the local area. Because of FTCC's long standing presence in the community, we have held our ground with clinical sites. However, we are constantly asked to share space with other programs which at times is possible and others not feasible. Womack Army Medical Center suspended our clinical rotations in the fall 2013 related to their influx of new nurses. They indicated that they would continue to give preference to BSN program on limited bases. We will know the outcome of our continuous affiliation with Womack the spring of 2014.

Supplies have been adequate to meet the demands of the program. The program is actively investigating the possibility of students purchasing "lab kits" which contain supplies the students would need to complete required labs and practice for clinical experiences. This would reduce the inventory that would need to be maintained in the nursing lab.

Some equipment is becoming outdated, such as IV pumps with compatible tubing, tube feeding, portable suction machines and beds. The program needs to investigate the cost of replacement of these items to insure our equipment remains current.

Lab space continues to be an issue with the other health programs at the college and the number of students the A.D.N. and P.N. programs admit each year. Class times and times available within the clinical sites often overlap and present a challenge. The availability of clinical days and times is dictated by the clinical agencies. Therefore, class, lab and clinical times cannot be easily adjusted to accommodate multiple programs.

The program submitted a Decision Packet for the expansion of two existing classrooms in HTC to accommodate space for 60 students during the 2012-2013 academic year. A classroom space large enough to accommodate our first and second year classes has forced some creative scheduling of classes.

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

The nursing department has maintained a good working relationship between the science department as they prepare our students for the program in the areas of General Biology, Anatomy and Physiology, and Chemistry. They have worked closely with the department to ensure are students are academically prepared for the rigors of the program.

The program also maintains a good working relationship with Robert Antill, Director of Library Services, to ensure students have access to the latest and most current references and resources. The launching of the Discovery Service and consolidation of library resources has made access much easier for our students and faculty. Medcom Trainex and Stat!Ref are two resources available for students to use.

The program works closely with MIS to schedule computer labs for the scheduling of the many computerized exams administered. This burden has been relieved by the use of laptop computers (55) which the Health Technology Center purchased this past fall. We are now able to schedule testing in the classrooms through HTC's Instructional Lab Technician.

The program works with Gerald Daniels, Director of Student Activities, to schedule Health Fairs which the Associate Degree Nursing Students sponsor in the student center. Health Fairs are used as clinical assignments for the students in the area of community nursing.

Counseling Services and Admissions work closely with the program in the Health Admissions Process. The health counselor ranks students for eligibility for entrance into the program through the health admissions selection process. Additionally, Lynne Carver Health Counselor works closely with the program in the readmission of returning students or students seeking transfer into the program. Students seeking admission to the program are referred to Arie Pittman, Secretary for Health Admission to schedule an appointment with Lynne Carver to develop a Student Educational Plan. The student is then assigned an advisor who works with the student closely in the selection of classes and registration. This process has been streamlined with the re-location of the Health Counselor, to the HTC building.

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

The support services listed above are adequate to meet the needs of the program. It is hopeful that the relocation of the health counselor to the Health Technology Building will help streamline the process of health admissions and counseling of students desiring admission into the health programs.

The Library services are an excellent resource for our students and have eased the student access to resources.

The availability of portable computers in HTC has enabled the faculty the ability to utilize electronic resources in the classroom while having student also pull up and use the resource.

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

The program submitted a Decision Packet for the expansion of two existing classrooms in HTC to accommodate space for 60 students during the 2012-2013 academic year. This classroom space is still needed.

Expansion of the Simulation lab or Simulation Center would be desirable. The current simulation lab space is utilized by all the health programs. This limits the availability of scheduling in the simulation lab.

Outdated nursing skills lab equipment will need to be updated. This includes update on IV pumps, additional simulation equipment and mannequins.

An Expansion position has already been approved for the program. We are actively advertising for this position. Applications for this position closes the end of March, 2014.

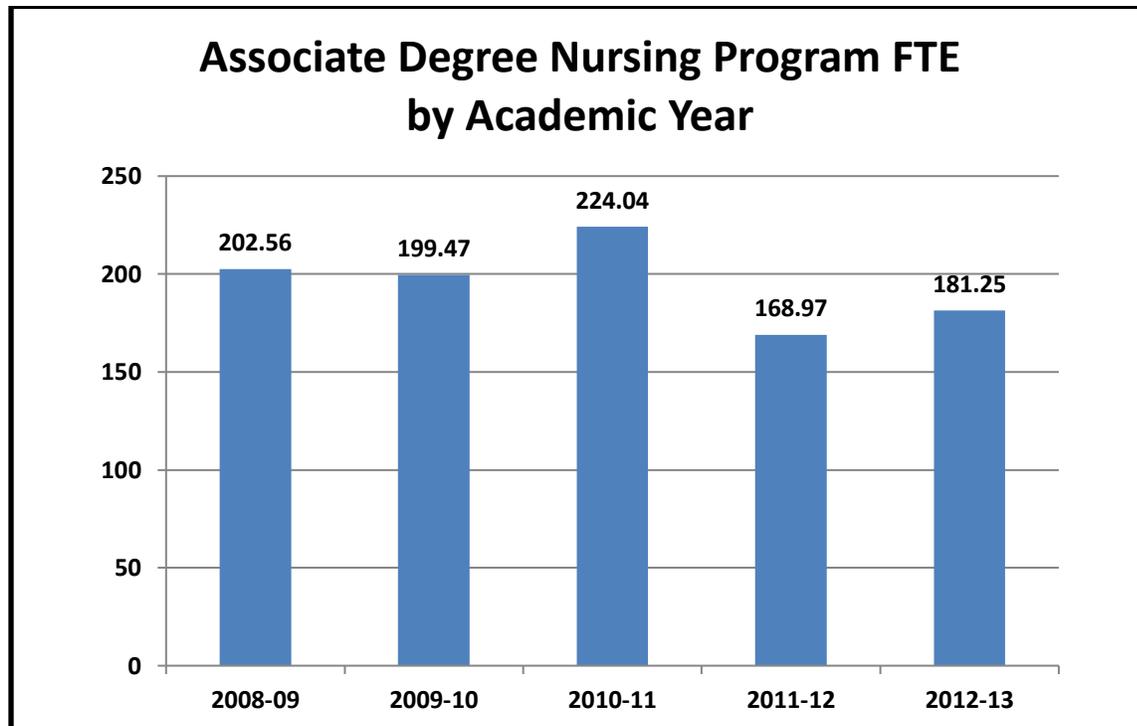
G. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.

The program has participated in two major grants over the past 4 years. The GSK Grant was a two year grant funded by GlaxoSmithKline. This grant's goal was to increase the number of highly qualified health workers in the region and to encourage the advancement of education for retiring/separating military personnel in health and allied health fields. The effort sought to provide a more seamless reintegration of the military member into the civilian community. The Advanced Placement program option was targeted as one of the identified job transitions for the LPN leaving the military.

The program was also involved in the Perkins Grant during the 2009-2012 academic years. This grant allowed the health division to identify 3 health team faculty members to participate in training in simulation. April Ventura, a program faculty at this time, was actively involved in this training. The grant allowed these staff members to receive 156 hours of training in best practice debriefing techniques. The staff members were responsible for training health faculty in debriefing techniques, creating videos illustrating effective and ineffective debriefing techniques and creating a debriefing manual. As a result of the grant improved and more consistent debriefing techniques have been implemented. Student evaluations have also indicated an increase in the satisfaction with simulation as an active learning strategy.

The department is currently working with Wendy Hustwit, Grant Coordinator on a clinical site development grant through AHEC. This is an annual grant used to encourage clinical site development for our students.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment



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

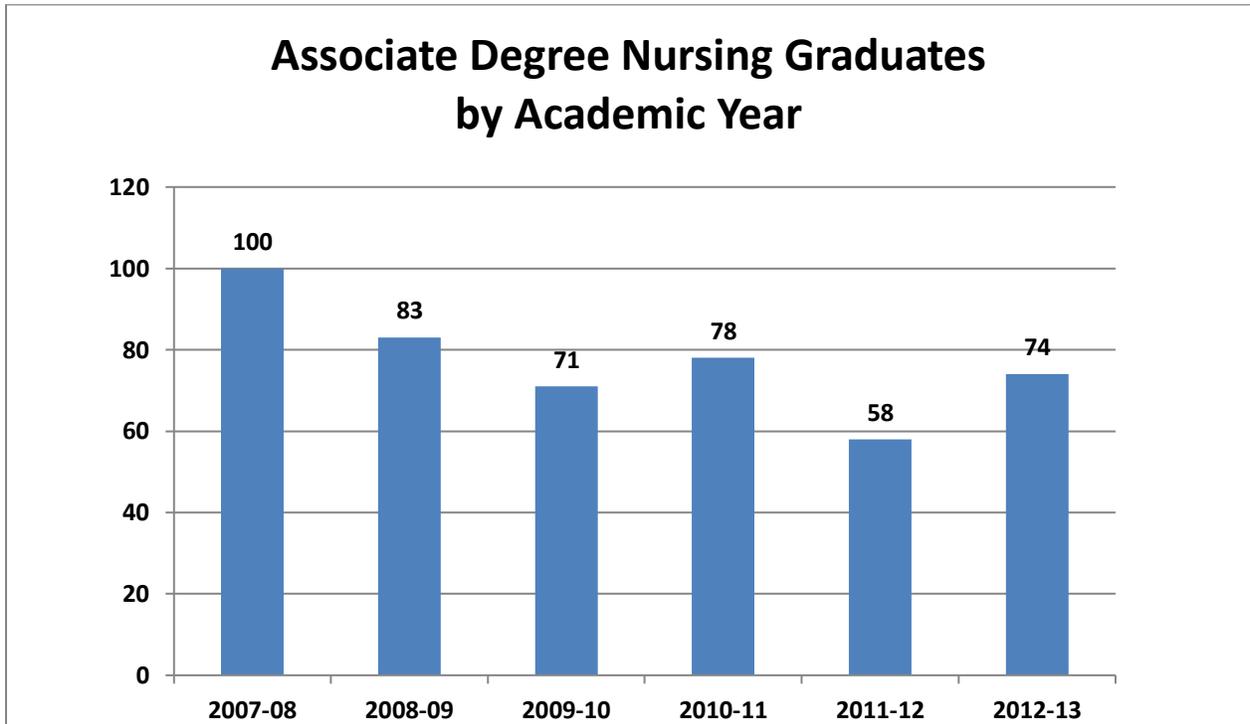
During the 2011-2012 academic year the program did not admit Advanced Placement Students. This was also the first year CNA I was required for admittance into the program. This would explain the downward trend. In 2010-2011 academic year the program instituted the new curriculum. Courses in the new curriculum were offered in 8 week blocks and taught twice per semester. These courses were later changed to 16 week format and only taught once per semester which might explain the upward trend seen during this year.

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

FTCC is surrounded by five community colleges all within 50 miles of the city of Fayetteville. These include Central Carolina, Johnston, Sampson, Sandhills and Robeson Community Colleges. All five programs have an Associate Degree Nursing Program. In addition there are currently two BSN programs located in Fayetteville (Fayetteville State University and Methodist University) and one program located in Pembroke, NC (UNC-Pembroke). Campbell University will also open a nursing program Fall 2014. These are the program's current competitors. However, according to the latest data from the NCBON, students enrolling in BSN programs tend to be students ages "17-20," while students over 30 years old are more likely to enroll in Diploma and Associate Degree Nursing Programs (*North Carolina Trends in Nursing Education 2007-2012*).

The program has not used any unique marketing strategies in the past beyond the traditional participation in high school and junior high career fairs. The program also participates in the annual Senior day sponsored by FTCC for local high school juniors and seniors. The program participated in the FTCC sponsored open house held in the fall 2013. Carolyn Stovall, Department Chair, has appeared on the "FTCC Spotlight" on WIDU, highlighting the ADN program. The program has enjoyed a long standing favorable reputation in the community. The program has graduated nurses since 1970, who have been a major work force for the local area. Our graduates have consistently received favorable job satisfaction survey results from employers 97.7% in 2013. Until this most recent year the program graduates have performed well on the NCLEX-RN Exam. The FTCC nursing program is the largest program in the local area, accepting more students than the other smaller programs. Up until recently, FTCC was the only nationally accredited nursing program in the area. Sampson Community College received initial ACEN accreditation in Oct. 2012. Our program is actively developing one of the largest functioning Simulation Labs among our competing community colleges. The program also re-started the Advanced Placement option in the Summer of 2012. This has allowed LPN's the opportunity to complete requirements for the Associate Degree in nursing within three semesters. This is an evening option for students.

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



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

This is the current Retention Policy taken from the Nursing Student Handbook. Beginning spring 2014 all courses are required to have an ongoing tutoring session for each course. Students are strongly encouraged to attend these sessions. Dosage calculation withdrawals were recognized as a retention issue. The dosage calculation policy was revamped, a testing rubric was developed, remediation sessions were held and remediation packets given to the students prior to their re-testing. We have seen a decrease in the number of student withdrawal related to dosage calculation failure. In addition the program utilizes the Kaplan Integrated testing program throughout the program. Students are assigned focused review exams and proctored exams. These exams allow the students the opportunity to self-assess learning deficits and remediate on these specific content areas. These exams strengthen the students test taking skills and ultimately should help improve their performance on the NCLEX-RN exam.

Retention

The Nursing Faculty at Fayetteville Technical Community College takes a proactive stance on retention. The goal of the nursing faculty is to help each student successfully complete the program and become a competent practitioner within the nursing profession.

Students enrolled in the Nursing Program are assigned an academic faculty advisor. They are encouraged to meet with their advisor at the beginning of each semester. Students are also strongly encouraged to form and establish study groups early in the program. The student, faculty and staff assistance program is available for student counseling. In addition, students who disclose having special learning needs or who need accommodations are referred to a counselor for individual counseling. Efforts are made to accommodate students with special needs. Students must have a documented need for special accommodations.

"Test Taking Skills' computer programs are available through Computer Assisted Instruction at home and in the computer-learning lab for students to access at their own pace. Students who score less than 77 on a unit exam must meet with their assigned faculty advisor to determine a plan for remediation. Student learning may be supplemented with numerous computer programs, streamed videos, skill lab learning activities, and journal articles available to the students. Faculty recognizes the many learning styles of our student population and utilizes a variety of teaching methods for the presentation of content.

ADN Student Retention Rates by Instructor

Instructor	2009SP	2009SU	2009FA	2010SP	2010SU	2010FA	2011SP
Britton, Barbara A.	92%	99%	86%	95%	94%	82%	100%
Elliott, Janice	99%	99%	99%	99%	94%	90%	95%
Ellis, Sharon P.	*	100%	*	*	89%	*	*
Hodges, Stephanie L.	92%	*	86%	95%	***	***	***
Maynard, Judith H.	92%	99%	86%	95%	94%	82%	94%
McNamara, Kathy E.	**	**	99%	99%	*	*	*
Peniston, Judy B.	99%	*	100%	99%	*	90%	100%
Stephens, Melanie P.	99%	99%	99%	99%	94%	82%	94%
Stovall, Carolyn D.	**	**	**	**	**	90%	*
Ventura, Aprel F.	99%	*	99%	99%	*	90%	95%
Worth, Murtis G.	99%	*	99%	99%	*	90%	95%
McAllister, Kathy	**	**	**	**	**	90%	95%
Sarah Stamey	**	**	**	**	**	90%	94%
Margaret Swierz	**	**	**	**	**	82%	94%
Angela Owens	**	**	**	**	**	82%	94%
Melissa Britt	**	**	**	**	**	90%	95%

* Did not teach A.D.N Core Course

** Not Yet Hired

*** Terminated Employment

ADN Student Retention Rates by Instructor

Instructor	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU
Britton, Barbara A.	99%	64%	100%	100%	76%	99%	100%
Elliott, Janice	99%	99%	92%	100%	100%	97%	96%
Ellis, Sharon P.	*	*	*	*	*	*	*
Gallagher, Sharon L.	**	64%	100%	*	76%	97%	***
Margaret Swierz	*	64%	*				
Maynard, Judith H.	99%	64%	98%	100%	76%	97%	96%
Kathy McAllister		99%	92%				
Peniston, Judy B.	*	99%	100%	*	100	97%	*
Stephens, Melanie	99%	64%	98%	100%	76%	*	96%
Stovall, Carolyn D.	*	*	*	*	100%	99%	96%
Ventura, Aprel F.	*	96%	92%	100%	100%	*	*
Worth, Murtis G.	*	96%	92%	*	100	97%	***
Angela Owens	***	***	***		***	***	***
Sarah Stamey	*	64%	100%		76%%	97%	*
Melissa Britt	*	96%	92%		100%	97%	***
Anne Tilghman			92%	*	76%	97%	*

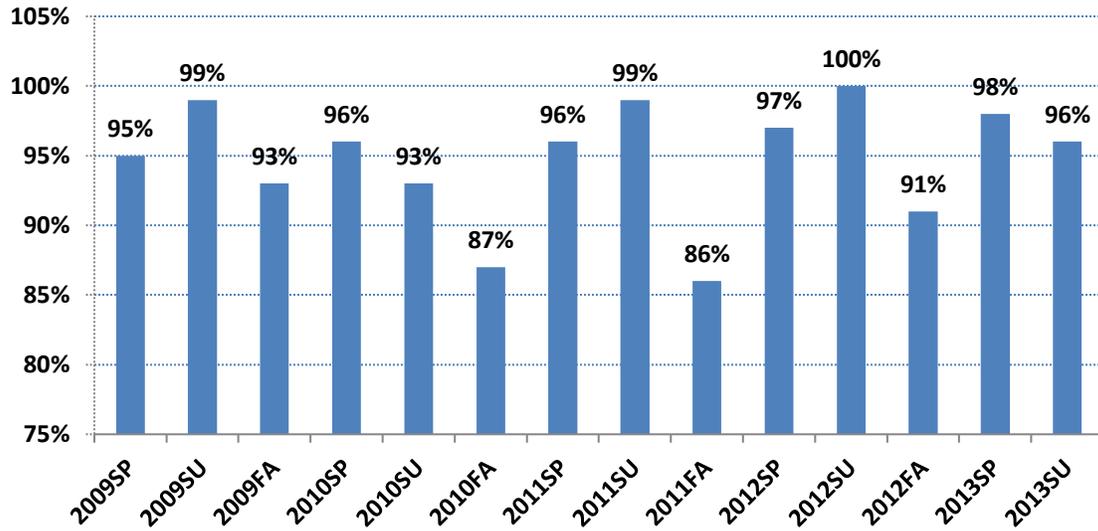
* Did not teach A.D.N Core Course

** Not Yet Hired

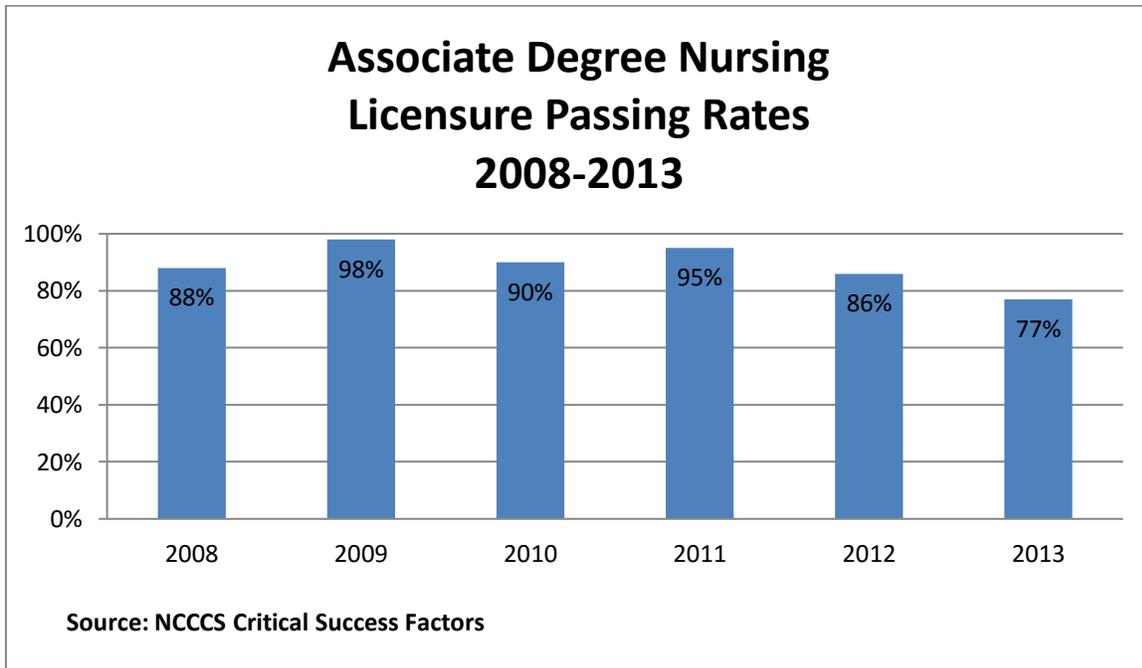
*** Terminated Employment

Faculty team teach in the Associate Degree Nursing Program. We have recognized a high attrition rate in the NUR 111 course. This has been a trend historically for the program. After the first semester the attrition rate is much less for the program.

Average Associate Degree Nursing Course Retention Rate By Term (Spring 2009-Summer 2013)



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



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

The job placement rate for the Associate Degree Nursing graduate continues to be good. The program job placement rate for 2013 was 89% for graduates employed in a curriculum related job. This has kept pace with the 2012 rate of 88%. According to the *U.S. Bureau of Labor Statistics: Occupational Outlook Handbook*, the employment projection for registered nurses is expected to grow from 2012 to 2022 at a rate of 19%. Locally, our graduates continue to remain employable even though First Health and Southeastern Regional Medical Center require our graduates to sign a statement stating they will obtain a BSN within 3 and 5 years of employment respectively. This is in keeping with the *IOM Future of Nursing Report 2010* recommendation of increasing the ratio of registered nurses with a BSN from 50 to 80 percent by 2020. The primary employer of our graduates, Cape Fear Valley Health System, has not placed this requirement on our graduates. It is noted that the other two employers are Magnet Hospitals which mandate a percentage of registered nurses employed by the agency have a BSN.

Our students consistently received 100% satisfaction ratings in job skills knowledge but also received 87.5% satisfaction ratings on oral and written communication skills which are core general education competencies and integrated throughout the program.

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

Students must successfully complete a comprehensive skills check off prior to the start of their clinical preceptorship. Students complete a 220 hour clinical preceptorship which is evaluated by the program faculty in collaboration with the clinical preceptor. The Advanced Placement students complete a 120 hour clinical preceptorship. The evaluation tool for preceptorship has been provided. Students must score at level 4 or above on the final preceptorship evaluation.

Students must also pass NUR 223/NUR 213 with a grade of 77% or better. They must also benchmark at the 65th percentile on the Kaplan Predictor 1 and Readiness Exam.

Students score 90% or higher on the dosage calculation exam for NUR 213 and 223.

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

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

The program completes a systematic program evaluation (SEP) each year as a requirement for our national accreditation with the Accreditation Commission for Education in Nursing (ACEN). Standard 6 Outcomes requires the evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved. The process ensures the aggregation and trending of program data. The program consistently aggregate and trends program course evaluation data, TEAS test data, dosage calculation attrition rates, and Kaplan integrated test results. The evaluation of course evaluations prompted the change in course textbooks in 2011 from the concept textbook developed by the state. Student evaluations also were responsible for the increase in the time students were allowed on exams. The trending of TEAS test scores prompted the program to increase the TEAS test scores from basic to proficient starting with the 2014 cohort. The evaluation of dosage calculation attrition rates prompted the program to develop a formal dosage calculation policy and remediation plan to decrease the attrition rate related to dosage calculation program withdrawal. Tracking of Kaplan test scores has enabled the program to establish program benchmarks for specific exams and establish a program target score for the Predictor I and Readiness exams for program graduates. It has also enabled the program to identify course content areas that students consistently perform well on or have weaknesses in.

The standard also allows the program to track program outcomes related to:

- Performance on licensure exam (3-year NCLEX-RN pass rate at or above 95% of the national average). *The program current 3-year pass rate is 86%. The national average is 83% for 2013.*
- Program completion rate (60% of students complete the program within six semesters) *Program completion rate for 2012-2013 was 62.7%.*

- Program satisfaction (80% of graduates will report satisfaction with program) *Program satisfaction 2012-2013 in program academic courses 82.6%.*
- Job placement (80% of graduates will have employment within 6 months of graduation) *2012-2013 program job placement rate 88.7% in area of study.*

X-3.6 Constituency Satisfaction

(Self-Study Team's assessment)

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

The program completes graduate surveys and employer surveys each year. Current students complete course surveys each semester for the individual nursing courses. The program received an overall satisfaction rating of 97.7% for the 2013 cohort. This has been a consistent rating for the past three years (2011-96%, 2012-98%). Graduate Surveys have an overall satisfaction rating of 92%. It is noted that the quality of instruction for the program went from 95% in 2011 and 2012 to 86% for the 2013 cohort. The overall quality of the academic program however received a 95.7% satisfaction rating. Of note however, only 23 of the 74 graduates responded to this survey.

The students enrolled in the program complete course evaluations each semester. The faculty teams meet to review the course evaluations and make program modifications as needed.

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

The program uses this data in the systematic program evaluation to evaluate our learning outcomes with our students. The ACEN accreditation standards revised 2013 require that the Graduate Surveys now be conducted 6 months to 1 year after graduation. This will be implemented with the 2014 cohort.

The student NCLEX-RN pass rate for the 2013 cohort prompted the development of a Quality Improvement Plan to evaluate the program for the decline in the NCLEX-RN pass rate.

X-3.7 Appraisal and Direction for the Future

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

It is projected that the program will continue to maintain the current admission numbers for the generic and Advanced Placement cohort. With the limitation of clinical space and the proliferation of BSN programs, it is doubtful the program will be able to significantly increase enrollment with generic candidates. The program has seen a decline in enrollment since 2010, (2010 - 99, 2011 - 98, 2012 - 91, and 2013 - 86). This decline is related to decrease in the number of qualified applicants.

The Advanced Placement cohort is seen as a viable pool if we can strengthen the current program with an increase in the NCLEX-RN pass rate for this cohort. The program is also looking to ease the transition of the current students enrolled in the LPN program at FTCC into the Associate Degree Nursing program. This is in keeping with the Institute of Medicine, *Future of Nursing* (2010) recommendation of "seamless academic progression." This change is under discussion with the LPN faculty. Of note the LPN program at FTCC ends at the end of the summer and the Advanced Placement program starts at the beginning of the summer semester. Students completing the LPN program at FTCC would still not be able to enroll in the LPN-RN program until the following May with the current structure.

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

As noted there seems to be a market to expand the Advance Placement program. However, the program is still in its formative stage of establishing NCLEX-RN pass rates that meet national standards (50% with 2013 cohort). The program has received approval for an expansion position for this cohort. The program is currently advertising for this position.

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

The program has a good foundation. The program went through some key personnel changes beginning in 2007. Since that time the program has struggled to recruit and maintain a consistent experienced nursing faculty. In fact the majority of faculty members that have been hired since that time have had little or no experience in nursing education in the academic setting. The Department Chair assumed the role as program chair in 2010; she was also new to this role. A faculty secretary who is responsible for 6 health programs provides secretarial support for the program. A concept-based curriculum was implemented the Fall 2010. The NCLEX Pass Rate decreased to 77% with the 2013 graduates after a change of the NCLEX test plan. The program added the Advanced Placement cohort the summer of 2012 and graduated the first cohort 2013 who scored 50% on the NCLEX. These are all challenges the program faces. However, the strength and vitality of the program is good. We are fully staffed at this time, faculty members are energetic and committed to helping our students succeed. The strengths of the program include:

- Strong leadership with the department chair.
- Committed and dedicated faculty members who have a desire to see our students succeed. The program is fully staffed at this time and faculty are working hard to ensure student success.
- Experienced clinicians with various backgrounds in health care who bring this knowledge to the classroom.
- Wealth of electronic resources that are made available to our students both in and outside of the classroom. Students are able to access these resources from home.
- Integrated Kaplan testing program available throughout student's time in program. Kaplan testing allows students and faculty to identify areas of content strengths and weaknesses and allow for remediation in these areas. It also provides an onsite live review at the completion of the program.
- Clinical Simulations which allow our students to formulate knowledge and make mistakes in a safe environment.
- Improved program-testing methods, of peer reviewing all exams prior to administration to determine validity of test items. Test plans are developed for each course and shared with students.
- Team teaching

We are very optimistic about the future of the program. I am confident in the ability of our faculty and our students and our ability to increase the NCLEX test scores and maintain a quality nursing program. We have the resources that we need to ensure our success.

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

NCLEX Pass Rate of 77% for the 2013 graduates is the most immediate threat. A Quality Improvement Plan has been implemented and Learning contracts with the senior students have been initiated. Student will not graduate from the program until they have benchmarked at a level which would indicate they have the knowledge to pass the NCLEX. Faculty will continue to work with students until they have achieved this level.

Active engaged Advisory Committee, revamping the current structure of the Advisory Committee. Replacing the current advisory committee with individual committees for each nursing program.

Ongoing staff development for full and part-time faculty.

- Teaching and learning principles
- Active-learning techniques
- Use of educational resources available to the students and faculty in the program.

Secretarial support- The program needs dedicated secretarial support to ensure records are kept up to date and the day-to-day operations of the program are met. The current structure does not provide the needed support for the educational unit.

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

Tutoring sessions for each course are currently in progress. The tutoring sessions are instructor led with active student participation. These sessions are optional and not mandatory. The tutoring sessions range in duration from one to two hours. Students entering the program require remediation of basic study and test-taking skills. Classes regarding sound academic habits are offered face to face during the introductory portion of each course and integrated throughout each class.

Our most high-risk group of students, the LPN-RN group received additional NCLEX-RN review books through the library to augment the review processes available through Kaplan Nursing. All senior students received a copy of the up-to date NCLEX-RN blueprint, to better guide them in prioritization and assimilation of this information. The program faculty also did an evaluation of the curriculum to ensure alignment with the NCLEX-RN test plan.

Another problem in preparing students to become successful healthcare providers is the distraction of allocation of time. Many of the students in the program work full or part-time, are parents with limited childcare support, and some have deployed military spouses. Increased support of our military families through additional childcare opportunities is a possible avenue to redress the weaknesses of this population of students served in the program. Another area of weakness to redress is the difficulty of students being successful on Dosage Calculation Exams given each term. The student would benefit from a committed individual in the Success Center who might better serve the students one on one who demonstrate a deficiency in basic math and algebraic skills. Remediation is provided to students who fail the exam; these students may benefit from a source of instruction other than the instructor within the course.

Faculty initiatives include Staff Development Fridays every 2nd and 4th Friday of the month. This initiative started in February 2014.

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

Staff Development programs are being set up for all full time and part-time nursing faculty every 2nd and 4th Fridays. These will be continued through the spring semester and reassessed for continuance in the Fall 2014. The department chair completed a survey of faculty to assess their learning needs. Staff development programs are being planned related to identified needs. The Department Chair will take the lead in this initiative.

The program will contact the Success Center to set up a meeting with Roger Dostall to discuss the dosage calculation problem. Department chair with designated coordinators will make this contact by the end of the spring semester.

The curriculum committee will continue to monitor the program curriculum for alignment with the NCLEX-RN test plan.

Continue to look for funding (scholarships and grants) to assist our students with financial needs to prevent them from having to work so many hours. Encouraging students to consider their readiness to enter a nursing program when financial resources are limited.

G. Please provide any long term major resource planning.

Long range resource planning include the consideration of expansion of the Health Technologies Center to better accommodate the increase in enrollment and the availability of space and technology within a new physical environment for learning. The increased use of simulation in all its forms will require additional space and human resources to better equip our student for their entry into their desired profession.

H. Conclusions.

The Associate Degree Nursing Program is committed foremost to the mission of graduating competent, compassionate, and caring professional registered nurses for the global workforce. The shifts in education and the students we serve make this mission more of a challenge. However, with the best practice methods we have employed we are confident we are on course to see our students succeed.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

ADN Comparison Chart Employer Survey					
QUESTIONS	2009 12 Respondents	2010 8 Respondents	2011 7 Respondents	2012 8 Respondents	2013 8 Respondents
1. Please mark the response that most closely reflects your overall opinion of FTCC graduates employed by your organization using the scale below: Very Satisfied – Satisfied – Dissatisfied – Very Dissatisfied – N/A					
a) Specific job-related knowledge	100.0%	87.5%	100.0%	100.0%	100.0%
b) Specific job-related skills	100.0%	87.5%	100.0%	100.0%	100.0%
c) Oral communication skills	100.0%	100.0%	100.0%	100.0%	87.5%
d) Written communication skills	100.0%	100.0%	71.4%	85.7%	87.5%
e) Problem solving skills	91.7%	87.5%	85.7%	100.0%	100.0%
f) Organization and planning	100.0%	87.5%	100.0%	100.0%	100.0%
g) Quality of work	91.7%	100.0%	100.0%	100.0%	100.0%
h) Overall job preparation	100.0%	87.5%	100.0%	100.0%	100.0%
i) Socialization skills	*	87.5%	100.0%	100.0%	100.0%
j) Quantitative skills	*	87.5%	100.0%	100.0%	100.0%
k) Computer skills	*	100.0%	100.0%	100.0%	100.0%
2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?	Yes 100.0%	Yes 100.0%	Yes 100.0%	Yes 100.0%	Yes 100.0%
Average Satisfaction Rates	783.4/8 = 97.9%	1012.5/11 = 92.0%	1057.1/11 = 96.1%	1085.7/11 = 98.7%	1075.0/11 = 97.7%

ADN Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 60 Respondents	2010 57 Respondents	2011 64 Respondents	2012 43 Respondents	2013 23 Respondents
1. Quality of instruction in program area courses	86.7%	94.7%	95.3%	95.3%	82.6%
2. Quality of instruction in other courses	94.9%	96.4%	96.9%	97.7%	100.0%
3. Overall quality of academic program	93.3%	91.2%	96.9%	95.3%	95.7%
4. Quality of Academic Advising (Faculty Academic Advising)	88.3%	92.9%	84.4%	88.4%	82.6%
5. Quality of Admissions (entering College)	91.5%	87.7%	92.2%	92.9%	91.3%
6. Quality of Registration Process	90.0%	83.9%	80.6%	90.2%	85.7%
7. Quality of One Stop Shop	*	*	*	78.9%	78.9%
8. Quality of WebAdvisor	*	96.5%	100.0%	95.3%	100.0 %
9. Counseling Information Desk – Lobby of Student Center	87.5%	84.2%	83.6%	88.9%	85.0%
10. Quality of Financial Aid Services	80.4%	81.3%	68.4%	61.1%	73.7%
11. Quality of Counseling Services	89.3%	87.3%	84.2%	86.5%	90.5%
12. Quality of Student Activities	98.0%	98.1%	96.5%	87.9%	94.7%
13. Quality of Campus Security	98.2%	98.2%	98.3%	91.4%	95.2%
14. Quality of Cashiering Services (Administration Building)	89.5%	96.5%	92.1%	90.0%	95.7%
15. Quality of Success Center Services and Resources	96.3%	98.1%	96.4%	93.9%	100.0%
16. Quality of Career Center Services	100.0%	98.0%	95.9%	92.3%	100.0%
17. Quality of Media Services	100.0%	98.1%	100.0%	96.7%	100.0%
18. Quality of the Library	96.2%	98.2%	98.4%	97.3%	100.0%
19. Quality of Internet Access/Computing Services	96.6%	100.0%	100.0%	92.9%	91.3%
20. Quality of Blackboard System for online class delivery	96.6%	96.5%	98.4%	95.2%	100.0%
21. Overall quality of the College	100.0%	98.2%	95.2%	95.2%	90.9%
Average Satisfaction Rate	1,773.3/ 19 = 93.3%	1,876.0/20 = 93.8%	1,853.7/20 = 92.7%	1,903.3/21 = 90.6%	1,933.8/21 = 92.08%

ADN Core Competencies Questions

QUESTIONS	2009 626 Respondents	2010 642 Respondents	2011 64 Respondents	2012 43 Respondents	2013 23 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100.0%	100.0%	100.0%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	98.4%	100.0%	100.0%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100.0%	100.0%	100.0%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100.0%	100.0%	100.0%
4e. I consider myself to be computer literate.	*	*	98.4%	100.0%	95.5%

* Questions were not asked

Job Placement Rates for ADN

Year	# Graduates	# Graduates Continuing Education	# Graduates Not Seeking Employment	# Graduates Unable to Locate	# Graduates Available to Work	# Graduates Working	% of Available Graduates Working	# Available Graduates Who are <u>NOT</u> Employed but looking	% of Graduates Working in Cumberland County (<i>Hand counted surveys</i>)	% of Graduates Working <u>Outside</u> Cumberland County (<i>Hand counted surveys</i>)	% of Working Graduates in a Curriculum-Related Job (<i>Hand counted surveys</i>)	Salaries Reported (Curriculum-Related/ Full-time) (<i>Averages only those working in career field</i>)	SALARY AVERAGE (ANNUAL) *
2009	83	0	4	4	75	59	79%	16	88%	12%	97%	53	\$ 43,698
2010	71	2	4	4	61	48	79%	13	85%	15%	98%	39	\$ 41,275
2011	78	3	7	11	57	50	87.7%	7	80%	20%	92%	46	\$ 42,030
2012	58	1	1	10	46	43	93.5%	3	69%	31%	88.4%	38	\$ 43,800

EXCELLENCE IN TEACHING WEBLINK

Please click the following link for the Excellence in Teaching online course:

<http://www.faytechcc.edu/eit-web/>

Fayetteville Technical Community College

2013-2014 END-OF-YEAR REPORT



Mission Statement

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

**P.O. Box 35236
2201 Hull Road
Fayetteville, North Carolina 28303-0236
www.faytechcc.edu**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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	Accomplishments (July 1, 2013-June 30, 2014)
	<p>Partnership for Children Board and serves on the Finance Committee, Douglas Byrd Finance Academy Advisory Board, NCCCS Task Force member for Financial Aid and ACA, and ACCBO Nominating Committee chair. The Director of Student Accounts & Fiscal Controls and one Accounting Technician are members of the PLI. The Procurement Manager is on the Military Unit Scholarship Fund Board. The Property Control Supervisor is on the FTCC Automotive Board.</p> <p>Advertised programs at monthly Army/Air Force Newcomers' meeting, placed ads on Billboards, in the Fayetteville Observer, Paraglide magazine, and Up & Coming, spoke on the FTCC Radio show five times throughout the year, highlighted programs in the CE Tabloid and brochures, and hosted an information booth at Cape Fear Valley Hospital and other school sponsored events on seven separate occasions. (Continuing Education)</p> <p>Participated in Center for the Blind, Vocational Rehabilitation, Alliance, Catholic Charities, and Urban Ministries. (Continuing Education)</p> <p>Participated annually in paramedic competition, airport disaster events and Cape Fear Valley Hospital disaster event. (Continuing Education)</p> <p>Listened to student needs to redirect them to the appropriate class which they would benefit taking for a possible job. (Continuing Education)</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2014 GRADUATE SURVEY COMPARISON CHART

QUESTIONS	2009 626 Respondents	2010 642 Respondents	2011 864 Respondents	2012 711 Respondents	2013 410 Respondents	2014 516 Respondents
1. Quality of instruction in program area courses	96.5%	94.9%	96.2%	96.8%	96.5%	95.3%
2. Quality of instruction in other courses	98.1%	95.8%	97.1%	98.4%	98.2%	96.7%
3. Overall quality of academic program	98.1%	95.6%	96.9%	96.0%	97.0%	95.9%
4. Quality of Academic Advising (Faculty Academic Advising)	92.5%	89.9%	91.0%	90.0%	87.9%	89.7%
5. Quality of Admissions (entering College)	92.6%	90.4%	90.2%	90.0%	87.0%	90.9%
6. Quality of Registration Process	90.9%	89.1%	87.6%	89.0%	87.8%	90.4%
7. Quality of One Stop Shop	n/a	n/a	n/a	84.0%	81.7%	89.0%
8. Quality of WebAdvisor	n/a	93.4%	95.7%	97.0%	97.2%	96.5%
9. Counseling Information Desk – Lobby of Student Center	88.6%	84.2%	84.8%	88.9%	86.1%	91.7%
10. Quality of Financial Aid Services	77.5%	78.3%	74.0%	74.7%	77.5%	80.3%
11. Quality of Counseling Services	88.3%	86.4%	86.3%	89.4%	88.3%	91.9%
12. Quality of Student Activities	95.2%	93.1%	95.2%	93.4%	97.2%	94.3%
13. Quality of Campus Security	96.6%	94.7%	95.4%	92.8%	94.6%	94.7%
14. Quality of Cashiering Services (Administration Building)	93.1%	93.4%	92.0%	93.2%	92.1%	93.2%
15. Quality of Success Center Services and Resources	97.8%	95.6%	96.5%	96.7%	96.1%	94.5%
16. Quality of Career Center Services	97.8%	96.1%	96.2%	96.5%	96.0%	96.8%
17. Quality of Media Services	99.6%	97.5%	98.1%	97.4%	99.0%	97.3%
18. Quality of the Library	98.8%	97.8%	98.4%	98.0%	98.8%	98.1%
19. Quality of Internet Access/Computing Services	97.4%	96.1%	98.7%	95.8%	97.3%	96.0%
20. Quality of Blackboard System for online class delivery	93.5%	91.0%	94.0%	95.2%	97.7%	93.3%
21. Overall quality of the College	99.0%	96.2%	96.2%	96.3%	96.1%	95.7%
Average Satisfaction Rate	1,886.9/ 20 = 94.35%	1,849.5/20 = 92.48%	1,860.5/20 = 93.0%	1,951.1/21 = 93.0%	1,950.1/21 = 92.86%	1,962.2/21 = 93.44%

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