

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Advertising and Graphic Design

As of: 8/18/2016 11:03 AM EST

Mission / Purpose

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession, which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials with the use of computer programs such as the Adobe Creative Suite 6 Master Collection multimedia design software.

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

SLO 1: Students will analyze problems to make logical decisions.

Students will learn to analyze situations and problems to make logical decisions in order to devise materials and presentation techniques that demonstrate suitability for entry-level graphic design employment.

Relevant Associations:

General Education/Core Curriculum Associations

- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.
- 4 Demonstrate quantitative competencies.

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

Related Measures

M 1: Students will analyze problems to make logical decisions

What and Who: A portfolio of best works and collateral materials will be constructed by GRD 280 (Portfolio) students nearing graduation and presented to faculty and area professionals for analysis and approval.

When and How: Critique and assessment of individual works and collateral materials are conducted regularly by faculty from January through April during the spring semester preceding graduation. A final collective assessment of works and presentation will be made by faculty at the end of that period, during a Portfolio Review (senior show). An assessment of portfolio and presentation by area professionals is limited to the end of that period and may be conducted immediately preceding or during the review. Instructor assessments are based various criteria as described on a grading rubric and using college-standard grading; area professionals produce findings of acceptable, marginal, or unacceptable.

Why: The effective presentation of a quality portfolio of work is generally required to determine suitability for employment in graphic design. The specific mix of projects that have been chosen for inclusion, the various aesthetic and technical considerations involved to create each product, and the marketing decisions related to promoting the presentation are indicators of both creative and analytical skills.

Source of Evidence: Portfolio, showing skill development or best work

Target:

Seventy-five percent of students will attain a minimum final grade of 80% on their overall Review performance as determined by a standardized grading rubric.

A maximum of 25% of that grade will be based on a determination by area professionals.

Connected Document

[Portfolio Presentation Rubric](#)

Reporting Finding (2014-2015) - Target: Met

GRD 280 students (prospective 2015 AAS graduates) displayed best works and associated materials during their annual Senior Show on April 25, 2015. Area professionals were mailed invitations, and the event was generally promoted by the use of posters and digital media.

Instructor guidance was provided, but students were individually responsible to for their selection and presentation of works, their appearance, and their interaction with guests.

Input from area professionals in attendance was solicited with an impression of each student station to be expressed as an overall "not acceptable", "marginal", or "acceptable".

That impression was considered during the Instructor's evaluation and the instructor's determinations were recorded in Blackboard.

9 out of 11 students (82%) were evaluated as scoring 80% or higher, which exceeds the performance measure of 75% of students attaining a score of at least 80%.

Connected Document

[documentation: senior show](#)

Reporting Finding (2013-2014) - Target: Met

Overview:

GRD 280 is a capstone class where prospective Graphic Design graduates are assigned to construct a portfolio of their best works, to plan a public showing of those works, and to construct original advertising materials to promote the show. Students prepare business cards, resumes, and learn interview skills in anticipation of attendance by local design professionals, business leaders and the general public.

2014SP GRD 280 students presented a successful portfolio showing that was by attended by roughly 450 guests (count by Arts Council Security). The event was attended by a mix of area professionals to include former students, and the public.

Each student's showing/contributions account for 2 of 8 components of the course and 40/100 points. Input from professionals in attendance was considered in grading those components. Other components were graded entirely by the instructor. Students have access to specific criteria (rubrics), examples from former students, and are required to interact with the instructor to improve all products.

Findings:

Final grades ranged from 98/100 to 79/100. All students exceeded 77/100 for the course

Connected Document

[280 final grades pdf](#)

Reporting Finding (2012-2013) - Target: Met

Each of the students enrolled in our portfolio class GRD 280, completed all project materials necessary to fill their Senior Portfolio books for final review. The results of these project grades show we did meet our objective of 85% success rate of students meeting a score of 77% or better on their final Portfolio book, as is outlined in our Advertising & Design curriculum ed plan. [Preview Formatting]

Established by John Edwards on 11/20/2012

Reporting Finding (2011-2012) - Target: Met

Each of the students enrolled in our portfolio class, GRD 280, gathered all previously completed projects and placed them into a portfolio. The results of those project grades showed we did meet our objective of 85% success rate of students meeting a score of 77% or better on their final Portfolio book, as is outlined in our Advertising & Design curriculum ed plan.

Reporting Finding (2010-2011) - Target: Met

Each of the students enrolled in our portfolio class, GRD 280, gathered previously completed projects to put together a portfolio. The results of those project grades showed we did meet our objective of 85% success, as is outlined in the attached file.

Connected Document

Reporting Finding (2009-2010) - Target: Met

Our findings for this year Spring 2010 were that each of the students that attended our portfolio class GRD 280, presented a portfolio to be analyzed for completion as well as approved by the instructor and/or relative business professionals from our advisory board. These findings were solely based upon the instructor's ratings and approval.

For the first time this year, the department was unable to successfully utilize the assistance of our advisory committee because of unfortunate circumstances relayed to us by the committee. Therefore, based upon our understanding of successful portfolio books and with the aid of the attached rubric, the instructor approved each applicant with a grading above 77% and that included 100% of the applicable students for graduation at this time.

SLO 2: Demonstrate effective oral communication skills.

Students will demonstrate effective oral communication skills to critique design presentations.

Relevant Associations:

General Education/Core Curriculum Associations

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

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

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

Related Measures

M 2: Demonstrate effective oral communication skills

Who and What: GRD 167 (Photographic Imaging I) students will be assigned to orally critique at least 2 photographic image presentations.

When and How: During the third semester (summer), photo students will observe faculty critiques of student projects that are projected for class viewing. After observing instructor critiques and reviewing the essential process, each student will be assigned an initial project to critique, using criteria described on a rubric supplied by

faculty. To establish a baseline, faculty will assign a grade to that initial critique effort. Later in the course, the student critiques will be repeated and a grade formed by faculty, noting improvements in critique style and content.

Why: The ability to critique form and content is a critical skill in communicating with clients, fellow designers, supervisors and subordinates, and in evaluating the worth of one's own work. Photo I was chosen because of the large number of critique opportunities available.

Source of Evidence: Evaluations

Target:

Compared to a lowest-graded novice attempt, eighty percent of GRD 167 students will show a final individual improvement of at least 10% on the presentation of a graded oral critique as measured using a standardized rubric.

Connected Document

[167 Critique Evaluation](#)

Reporting Finding (2014-2015) - Target: Met

During 2014SU, Photographic Imaging 1 students observed instructor critiques of student and master works, considering both aesthetic and technical aspects. This process helps students to better understand how principles and elements of design are successfully applied, and cultivates an enhanced ability to communicate those qualities. Each student was later tasked to attempt a critique of an image chosen by the instructor using criteria supplied by the instructor. A grade was determined for each attempt during the session to serve as a baseline. Later in the course, student critiques were repeated and a comparison to the earlier attempt was made. Five out of six students present for both critiques (83%) were evaluated as improving oral critique skills by at least 10%, which exceeds the performance measure of 80% of students scoring improvements of at least 10%.

Connected Document

[167 critique doc](#)

Reporting Finding (2013-2014) - Target: Not Met

The process of insuring that first-year students understand the role and importance of academic counseling verses that of faculty advisor is important and is typically accomplished in a well-attended first-semester class (i.e.: GRD 141). A further introduction to the Academic Evaluation Report via WebAdvisor is also emphasized, and the process is often administered using a survey to be followed by instruction and a follow-up survey (as described in Mr Forrester's proposed Measure).

Mr. Forrester has since resigned as Design Chair and I am assuming responsibility for the remaining portions of this WeaveOnline Report. As such, I must question whether the proposed measure, as stated, is a satisfactory demonstration of our students' oral communication skills. The aforementioned process is of my design and administered in my class, and the 2014FA student response portion of that instruction was written, not oral. I knew that Mr. Forrester had considered using my results but was not aware of the context. I consider this finding to be unmet and will propose, to meet this Objective in the future, what I believe to be an excellent and relevant supplement to our students' oral communication skills:

Background: I include a peer (student) critique component in several studio classes. Students express positive and constructive opinions of other student projects (current and archived). Students assume the role of Art Director or "the viewing public". The component is designed to reduce instructor bias, to provide fresh insight, and to reinforce various aspects of a successful design. Students must use associated terminology, and the development of some ability to express such an opinion intelligently may be critical to future career roles.

Intent: While I have used a peer-critique component for years (included in my syllabus where appropriate, see attachment), I will develop criteria and improve instruction (starter rubric attached) so this component is more thorough and more easily measured.

Reporting Finding (2012-2013) - Target: Met

Concerning artwork critique deadlines given for each individual design project, the student would present their reasoning behind their ideas verbally to the class enhancing their communications skills. The results of these overall project grades show we did meet our objective of 85% success rate of students meeting a score of 77% or better on their communication skills evident through individual presentations. [Preview Formatting]
Established by John Edwards on 11/20/2012

Reporting Finding (2011-2012) - Target: Met

Our Advertising and Graphic Design students are assessed by the content and creative design of real life projects that they are asked to produce. They are also given a level of assessment on their ability to speak and communicate their reasoning behind any particular design they come up with thru the venue of an art design critiques. This allows them to communicate well with their peers as well as get comfortable in front of an audience who will be examining their marketing ideas and designs for themselves in product promotion. This type of assessment is very subjective but we do from time to time use prepared Rubrics to determine their scores.

For the current school year we looked at two main curriculum courses represented by faculty member David Sholter and found the following results:

Assessing GRD 282 Copywriting and GRD 141 Graphic Design 1 both classes Fall 2012.

GRD 282 had 100% completed course with an average of 86.98 final grade.

GRD 141 had 75% completed course with an average of 77.8 average final grade.

Final assessment values are verifiable via Blackboards Course Statistics for each class represented.

Reporting Finding (2010-2011) - Target: Met

At the end of the semester, GRD 152 students were required to formulate a presentation detailing their favorite project during the semester. Students were scored on the Oral Communications Rubric. Of the twenty-eight(28) students in the course, twenty-one(21) of the students scored at an acceptable level (28 points) or above. The median score was 29, with the highest score being 35, and the lowest score 22.

Connected Document

[Oral Communication Rubric](#)

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

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

Measureable Supplement to Student Oral Communication Skills

Established in Cycle: 2013-2014

Background: I include a peer (student) critique component in several studio classes. Students express positive and constructive ...

SLO 3: Students will demonstrate the use of career relevant software.

Students will demonstrate their ability to use industry-standard design software to develop appropriately communicative, aesthetically pleasing design components for advertising and marketing.

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.
- 3 Ensure fiscal responsibility, accountability and financial stability.
- 4 Focus on workforce preparedness to support economic development.

Strategic Objectives Associations

FTCC

10 Improve assessment plans with documented evidence of outcomes.

61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

Related Measures

M 3: Students will demonstrate the use of career relevant software

What and Who: GRD 131 (Illustration 1) students will successfully interpret photographic resources into a commercially viable combination mark.

When and How: During the second semester (spring), students will visualize a variety of possible corporate identity solutions, select software appropriate to the stage of progress, and create a final product.

Why: Illustration 1 introduces students to interpretive image concepts such as stylization, ambiguous figure-ground, isomorphic correspondence, and requires the use of increasingly complex computer skills to render such works.

Source of Evidence: Project, either individual or group

Target:

Seventy-five percent of students in GRD 131 (Illustration) will will achieve 80% success in transforming photographic resources into a viable combination mark.

Connected Document

[131 Combo Mark Rubric](#)

Reporting Finding (2014-2015) - Target: Met

The assignment to contrive a commercially viable combination mark is a project usually reserved for more advanced students. As part of an effort to introduce more complex processes somewhat earlier in the program, a second-semester class was chosen to cultivate these skill-sets. The project requires basic preparations using photo-editing software, followed by extensive use of vector software.

Related practice assignments were demonstrated and assigned to students before the project was made available. Examples of finished works and the grading rubric were provided as the project was made available. After submission, projects were evaluated using the rubric provided and grades were recorded in Blackboard. Results show that 18/20, or 90% of students were able to complete the project with a score of at least 80%. This exceeds the performance measure of 75% scoring at least 80%.

Connected Document

[documentation: Combo Mark](#)

Reporting Finding (2013-2014) - Target: Met

By calculating all the percentage scores for all students within the individual classrooms identified, and by applying various rubrics to identify the quality of the basic design principles within the projects assigned in the courses GRD 141 and GRD 167 we have identified the following final analysis: GRD 141 = 90% of the students completing the course finished with an 82% average, above the 77% required. GRD 167 = 80% of the students completing the course finished with an 83% average, above the 77% required. This proves to be very successful and we will continue this process to better serve our students in the future.

Connected Documents

Reporting Finding (2012-2013) - Target: Met

Per David Sholter's Findings

By calculating all the percentage scores for all students within the individual classrooms identified, and by applying various rubrics to identify the quality of the basic design principles within the projects assigned in the courses GRD 282 Copywriting and 141 Graphic Design I, we have identified the following final analysis below: GRD 282, 100% of the students completing the course finished with an 87% average, above the 77% required.

GRD 141, 75% of the students completing the course finished with an 78% average, above the 77% required. Once again, this proves to be very successful and we will continue this process to better serve our students in the future. [\[Preview Formatting\]](#)
Established by Victor Forrester on 03/19/2013

Connected Documents

[Thumb Rubric](#)
[Unity Rubric](#)

Reporting Finding (2011-2012) - Target: Met

By calculating all the percentage scores for all students within the individual classrooms identified, and by applying various rubrics to identify the quality of the basic design principles within the projects assigned in the courses GRD 151, GRD 152, GRD 153 and GRD 271, we have identified the following final analysis below.
GRD 151 80% of the students completing the course finished with an 90% average, above the 77% required.
GRD 152 100% of the students completing the course finished with an 90% average, above the 77% required.
GRD 153 100% of the students completing the course finished with an 94% average, above the 77% required.
GRD 271 100% of the students completing the course finished with an 91.5% average, above the 77% required. This proves to be very successful and we will continue this process to better serve our students in the future.

Reporting Finding (2010-2011) - Target: Met

By calculating all the percentage scores for all students within the individual classrooms identified, and by applying various rubrics to identify the quality of the basic design principles within the projects assigned in the courses GRD 151, GRD 152, GRD 153 and GRD 271, we have identified the following final analysis below.
GRD 151 83% of the students completing the course finished with an 89.2% average, above the 77% required.
GRD 152 92% of the students completing the course finished with an 92.5% average, above the 77% required.
GRD 153 97% of the students completing the course finished with an 96.2% average, above the 77% required.
GRD 271 88% of the students completing the course finished with an 92.4% average, above the 77% required. This proves to be very successful and we will continue this process to better serve our students in the future.

Connected Document

Reporting Finding (2009-2010) - Target: Met

By calculating all the percentage scores for all students within the individual classrooms identified, and by applying various rubrics to identify the quality of the basic design principles within the projects assigned in the courses GRD 151, GRD 152, GRD 153 and GRD 271, we have identified the following final analysis below:

GRD 151

86% of the students completing the course finished with an 86.3% average, above the 77% required.

GRD 152

84% of the students completing the course finished with an 82.7% average, above the 77% required.

GRD 153

91% of the students completing the course finished with an 90.5% average, above the 77% required.

GRD 271

100% of the students completing the course finished with an 91% average, above the 77% required.

This proves to be very successful and we will continue this process to better serve our students in the future.

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

Students will learn the importance spell-check.

Part of the reason that those three students fell below the required 77% level of competency was due to a failure to use "spell check" before the final printing process. In the future, students will be told that any project that is found with a typo will receive an automatic "F" for that project. After an F or two, students will learn very quickly that they MUST USE THE SPELL CHECK UTILITY in whatever software program that they happen to be using.

Established in Cycle: 2008-2009

Implementation Status: Planned

Priority: High

Implementation Description: Portfolio class professional critique that takes place in GRD 280 in the spring of 2010.

Projected Completion Date: 04/2010

Responsible Person/Group: Faculty responsible for teaching GRD 280

Additional Resources: None.

Budget Amount Requested: \$0.00 (no request)

Assess Oral Communication via Oral Presentation Rubric

Assessments are made in the Advertising and Graphic Design curriculum when the students present verbally their creative design projects through design critiques. The determination of their success is made thru the use of a relative Oral Presentation Rubric, breaking down the student's ability to communicate their reasoning for the design approach they implemented for said assignment.

Established in Cycle: 2011-2012

Implementation Status: Finished

Priority: High

Measurable Supplement to Student Oral Communication Skills

Background: I include a peer (student) critique component in several studio classes. Students express positive and constructive opinions of other student projects (current and archived). Students assume the role of Art Director or "the viewing public". The component is designed to reduce instructor bias, to provide fresh insight, and to reinforce various aspects of a successful design. Students must use associated terminology, and the development of some ability to express such an opinion intelligently may be critical to future career roles.

Intent: While I have used a peer-critique component for years (mention of this practice is currently included in my syllabi where appropriate; see attachment), I will further develop criteria and improve instruction (starter rubric attached) so this component is more thorough and more easily measured.

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

Relationships (Measure | Outcome/Objective):

Measure: Demonstrate effective oral communication skills | **Outcome/Objective:** Demonstrate effective oral communication skills.

Implementation Description: Oral peer-critique component of selected classes to be formalized by finalization of appropriate criteria, improvement of instruction, and selection of measurement standards.

Projected Completion Date: 08/2014

Responsible Person/Group: David Sholter

Additional Resources: none

Connected Documents

[167 critique rubric](#)

[167 peer critique on syl](#)

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

Assessment processes during 2014-15 were selected to support School objectives generally, but were also designed specifically to address perceived needs within the department. That is, our students genuinely need a greater awareness of how individual decisions will affect their transition from academia to employment, enhanced communication skills, and Faculty must continue to find ways to introduce advanced technical processes earlier. Weave initiatives selected for this assessment cycle represent good-faith efforts to address these challenges, and will likely persist and evolve to benefit future students.

What were the weaknesses of your assessment process?

Finding 1: Input from area professionals is generally expected during our senior show. This year, we anticipated the opportunity to record that input more systematically, and for all stations. However, attendance by area professionals was subdued because of inclement weather during the day of the event, and the benefit of that additional input was diminished somewhat in the evaluation process.

Finding 2: Student critiques are frequently used in various design classes. The process is generally informal, but for this assessment was modified to be somewhat more structured and rigorous. As noted, students showed that this in-depth approach to improving critique skills was measurably effective, but would likely become excessively time-consuming in a more heavily populated class. It is likely that future attempts will require modification to remain viable.

Finding 3: A prerequisite drawing class has been improved to provide an introduction to the process of stylization (partly to facilitate this initiative). That preparatory experience became valuable as Illustration students were now better qualified to concentrate more efficiently on technical aspects of the image portion of the project, with notable success. However, the concept of type voice and manipulation (isomorphic correspondance) was relatively new and sapped energy from the technical potential of illustrative type manipulation portion of the project. The accelerated introduction of these particular skill-sets was therefore only partially satisfactory and some additional modifications to the prerequisite class are anticipated.

What was learned as a result of your assessment process?

Finding 1: The process used to assess student performance during our annual senior show has been greatly refined, but loses a measure of validity if we fail to assure adequate involvement by area professionals.

Finding 2: The process used to allow students to cultivate skills in oral communications is an effective learning tool, but the present technique may be untenable due to time constraints.

Finding 3: Earlier introductions of advanced skills are possible, and forthcoming, but will require greater planning.

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

Finding 1: While we covet the attention and guidance of area professionals, too much may be invested in focusing that interest toward a singular senior show event. Faculty will attempt to find ways to involve outside professionals in the learning process in other, earlier settings. Possibilities include: scheduling appearances by selected professionals to work with students in the classroom or at worksites, and/or to schedule professional critique sessions in advance of the senior show. Social media avenues should also be explored.

Finding 2: Students require more opportunities to critique and to otherwise cultivate verbal communication skills. These sessions must be shorter, but more frequent. Faculty will attempt to discover additional opportunities where moderately structured student critiques may be effectively incorporated. This initiative may evolve to include both oral and written components to save class time. Update for 2015SU: a handout has been created to provide guidance, and to supplement the observation of instructor critiques. It has also been decided that student critiques will be divided into more numerous, but shorter sessions so as to allow more time for students to develop essential critique skills.

Finding 3: If we are to remain competitive, Faculty must continue to introduce advanced skill-sets earlier than previously considered prudent. Software evolves, the media mix has grown in variety and sophistication, and available classroom hours will never expand accordingly. Faculty will continue to search for opportunities to immerse students in advanced techniques more quickly.

Connected Document

[ORAL CRITIQUE PRIMER](#)

Annual Report Section Responses

Program Review (Academic Units)

Attached is the most recent academic program review.

Connected Document

[2014 AGD Program Review](#)

Advisory Comm. Minutes (Academic Units)

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

Connected Document

[2015 Fine Arts Advisory Committee Minutes](#)

End Of Year Reports (VPs, AVPs, Deans)

End of Year Report (2014-15) and Strategic Plan (2015-2020)

Connected Documents

[End of Year Report 2014_15](#)

[Strategic Plan 2015-2020](#)

RUBRIC INFORMATION

Name

Description

REC

Character count: 0

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Rubric Type: Show Criteria Weight

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Station/overall impression Weight <input type="text" value="30.00"/> %	Percent <input type="text" value="60"/> you and your area: dress below professional standards; display thin; little/no interaction with guests.	Percent <input type="text" value="80"/> some additional displays; business cards/resume available, but obscured. dress adequate; interaction adequate	Percent <input type="text" value="100"/> eye-catching station without becoming busy. business card/resume prominently displayed; dress, interaction above average
Portfolio Weight <input type="text" value="45.00"/> %	Percent <input type="text" value="60"/> book thin/limited/one-dimensional/typos/poor presentation.	Percent <input type="text" value="80"/> book reasonably balanced/presentation acceptable.	Percent <input type="text" value="100"/> impressive book: well-balanced, emphasizes strengths, shows variety.
Impression: area professionals Weight <input type="text" value="25.00"/> %	Percent <input type="text" value="60"/> not acceptable overall	Percent <input type="text" value="80"/> marginal overall	Percent <input type="text" value="100"/> acceptable overall

Total Weight: 100.00%

Click Submit to proceed. Click Cancel to go back.

Cancel

Submit

GRD-280, 2015SP "Final Presentation" (Senior Show)

GRADES

Grade Center : Full Grade Center

When screen reader mode is on the table is static, and grades may be entered on the Grade Details page, accessed by selecting the table cell for the grade. When screen reader mode is off, grades can be typed directly into the cells on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Grade Information Bar	Portfolio	Assignment	Final Portfolio/Station	Score	Points	Business Card	Resume	Committee C.	Final Portfolio	Report/Review	Total Points	Average Grade
86.00 (AI)	93.00 (AI)	100.00 (AI)	94.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	883.00	98.10% (AI)
88.00 (BI)	--	75.00 (CI)	90.00	74.00	95.00	100.00	100.00	100.00	100.00	100.00	717.00	79.47% (CI)
98.00 (AI)	98.00 (AI)	100.00 (AI)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	946.00	94.60% (AI)
98.00 (AI)	98.00 (AI)	100.00 (AI)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	996.00	99.60% (AI)
80.00 (CI)	80.00 (CI)	100.00 (AI)	84.00	73.00	75.00	95.00	100.00	100.00	100.00	100.00	834.00	83.40% (CI)
95.00 (AI)	--	95.00 (AI)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	860.00	95.56% (AI)
77.00 (CI)	75.00 (CI)	80.00 (CI)	80.00	74.00	90.00	100.00	100.00	100.00	100.00	100.00	771.00	77.10% (CI)
94.00 (AI)	95.00 (AI)	100.00 (AI)	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	859.00	95.90% (AI)
88.00 (BI)	82.00 (CI)	100.00 (AI)	95.00	94.00	95.00	100.00	100.00	100.00	100.00	100.00	831.00	93.10% (AI)
95.00 (AI)	95.00 (AI)	0.00 (BI)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	196.00	19.60% (BI)
94.00 (AI)	--	80.00 (CI)	80.00	74.00	80.00	100.00	100.00	100.00	100.00	100.00	770.00	85.56% (BI)

RUBRIC

RUBRIC INFORMATION

Name: Portfolio/Presentation

Description: Portfolio/Presentation

Character count: 0

RUBRIC DETAIL

The Rubric Grid lists Criteria (rows) for measuring Levels of Achievement (columns)

Add Row Add Column Rubric Type: Percent Show Criteria Weight

Criteria	Novice	Competent	Proficient
Station/overall Impression Weight: 30.00 %	Percent 60 you and your area dress below professional standards; display the title/no interaction with guests.	Percent 80 some additional display; business cards/resume available, but obscured; dress adequate; interaction adequate.	Percent 100 eye-catching station without becoming busy; business card/resume prominently displayed; dress, interaction above average.
Portfolio Weight: 45.00 %	Percent 60 book thin/limited (one-dimensional/typical) poor presentation.	Percent 80 book reasonably balanced/presentation acceptable.	Percent 100 impressive book; well-balanced; emphasizes strengths; shows variety.
Impression: area professionals Weight: 25.00 %	Percent 60 not acceptable overall.	Percent 80 marginal overall.	Percent 100 acceptable overall.

Total Weight: 100.00% Balance Weights

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

Grade Center : Full Grade Center

When screen reader mode is on the table is static, and grades may be entered on the Grade Details page, accessed by selecting the table cell for the grade. When screen reader mode is off, grades can be typed directly into the cells on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

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Sort Columns By: Layout Position Order: Ascending

Last Saved June 11, 2014 11:02 A

Grade Information Bar

	LastName	First Name	Username	Student ID	Last Access	Availability	course grade	First 4	Second 4	Third 4	Business Card	Resume	Committee/Cc	Final Portfolio	Report/Review
<input type="checkbox"/>						Available	98.60%	91.00	100.00	95.00	100.00	100.00	100.00	100.00	95.00
<input type="checkbox"/>						Available	93.90%	77.00	100.00	100.00	86.00	76.00	100.00	100.00	83.00
<input type="checkbox"/>							87.30%	92.00	92.00	92.00	76.00	81.00	86.00	90.00	93.00
<input type="checkbox"/>							79.50%	100.00	84.00	76.00	70.00	0.00	100.00	86.00	88.00
<input type="checkbox"/>							85.50%	100.00	100.00	100.00	80.00	90.00	70.00	84.00	90.00
<input type="checkbox"/>							97.50%	100.00	100.00	100.00	100.00	100.00	100.00	90.00	94.00
<input type="checkbox"/>							97.15%	92.00	92.00	100.00	100.00	100.00	95.00	100.00	88.00

Selected Rows: 0

Move To Top

Email

Icon Legend

Edit Rows Display

* Indicates a required field.

Cancel

Submit

RUBRIC INFORMATION

* Name

167 Critique Evaluation

Description

REC ✓

Character count: 0

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row Add Column Rubric Type: Percent Show Criteria Weight

Levels of Achievement ↕

Criteria ↑↓

	poor	average	excellent
Understanding of project	Percent 60 Unable to state purpose of project abc ✓	Percent 80 Understanding of project acceptable abc ✓	Percent 100 Excellent expression of the spirit of the project abc ✓
visual interest	Percent 60 Unable to express design strengths/weaknesses abc ✓	Percent 80 Description of design strengths/weaknesses acceptable abc ✓	Percent 100 Able to express design aspects to high degree abc ✓
technical aspects	Percent 60 Unable to express technical strengths/weaknesses abc ✓	Percent 80 Description of technical strengths/weaknesses acceptable abc ✓	Percent 100 Able to express technical aspects to high degree abc ✓

Click Submit to proceed. Click Cancel to go back.

Cancel

Submit

GRD-167, 2014SU Student Critique

GRADES

Grade Center : Full Grade Center

When screen reader reads in on the table is static, and grades may be entered on the Grade Details page, accessed by selecting the table cell for the grade. When screen reader may be typed directly into the cells on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate the Grade Center. [More Info](#)

Grade Information Bar	Missing	Thinks	Writes	Column 1	Exam 1	Exam 2	Column 2	Exam 3	Last State
	85.00	95.00	96.00	71.00	100.00	66.00	88.00	100.00	
	88.00	88.00	70.00	83.00	90.00	60.00	90.00	90.00	
	88.00	88.00	90.00	67.00	90.00	66.00	90.00	90.00	
	87.00	86.00	70.00	71.00	70.00	79.97	63.00	50.00	
	94.00	98.00	93.00	71.00	71.50	66.58	75.00	100.00	
	83.00	88.00	90.00	73.00	78.50	93.24	83.00	80.00	
	93.00	87.00	82.00	73.00	70.00	78.98	83.00	80.00	

RUBRIC

* Indicates a required field.

Cancel Submit

RUBRIC INFORMATION

Name

Description

Character count: 0

RUBRIC DETAIL

The Rubric Grid lists Criteria (rows) for measuring Levels of Achievement (columns)

Add Row Add Column Rubric Type: Percent 1 Show Criteria Weight

Criteria	poor	average	excellent
Understanding of project	Percent 60 Unable to state purpose of project	Percent 80 Understanding of project acceptable	Percent 100 Excellent expression of the spirit of the project
visual interest	Percent 60 Unable to express design strengths/weaknesses	Percent 80 Description of design strengths/weaknesses acceptable	Percent 100 Able to express design aspects to high degree
technical aspects	Percent 60 Unable to express technical strengths/weaknesses	Percent 80 Description of technical strengths/weaknesses acceptable	Percent 100 Able to express technical aspects to high degree

Click Submit to proceed. Click Cancel to go back.

Cancel Submit

ORAL COMMUNICATION RUBRIC

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

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



Name

"Pen/Ink" (Vector) Combination Mark

Description



Character count: 0

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row

Add Column

Rubric Type: Percent

Show Criteria Weight

Levels of Achievement

Criteria

Novice

Competent

Proficient

overall composition/gestalt

Weight 30.00 %

Percent 60
elements static/ similarity challenged/ proximity loose.

Percent 80
movement, similarity, proximity adequate.

Percent 100
overall composition/gestalt thoughtfully manipulated.

stylization of mascot element

Weight 30.00 %

Percent 60
overworked/underworked/ shapes unrefined. isomorphism inappropriate for chosen business.

Percent 80
shapes need improvement, but a good start. isomorphism appropriate for chosen business with improvement.

Percent 100
elegant, economical shapes. isomorphism ideal for chosen business.

type

Weight 30.00 %

Percent 60
difficult to read/not manipulated creatively. association with chosen business obscure.

Percent 80
type adequately manipulated. associative selection.

Percent 100
readable, thoughtfully manipulated, contributes heavily to the overall communicative and aesthetic value

on time

Weight 10.00 %

Percent 0
late

Percent 0
late

Percent 100
on time

Total Weight: 100.00% Balance Weights

Click Submit to proceed. Click Cancel to go back.

Cancel

Submit

GRD-131, 2015SP "Make Your Mark" Project (DIGITAL "PEN/INK" LOGO)

GRADES

Grade Center : Full Grade Center

When screen reader mode is on the table is static, and grades may be entered on the *Grade Details* page, accessed by selecting the table cell for the grade. When screen reader mode is off, grades can be typed directly into the cells on the *Grade Center* page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the *Grade Center*. [More Help](#)

Grade Information Bar: Postcode: 100 | Assignment: Digital Project 4: Make Your Mark

Last Name	First Name	Last Access	Availability	Course Grade	Digital Project	Digital Project	Digital Project	Digital Project	Digital Project	Points to Points
May 17, 2015	Available	92.40%	85.00	95.00	100.00	82.00	Digital Project 4: Make Your Mark (5.00)	84.00	93.00	...
May 17, 2015	Available	91.80%	96.00	95.00	94.00	91.00	84.00	93.00	...	
May 17, 2015	Available	91.80%	100.00	94.00	95.00	88.00	100.00	...	...
May 17, 2015	Available	83.20%	85.00	82.00	87.00	91.00	70.00	89.00	...	
May 17, 2015	Available	96.20%	100.00	94.00	100.00	93.00	94.00	...	...
May 17, 2015	Available	84.20%	95.00	84.00	87.00	79.00	85.00	85.00	...	
May 17, 2015	Available	84.20%	97.00	76.00	83.00	88.00	87.00	...	...
May 17, 2015	Available	94.40%	90.00	94.00	100.00	94.00	94.00	94.00	...	
May 17, 2015	Available	88.40%	95.00	87.00	86.00	80.00	94.00	100.00	...	
May 7, 2015	Available	94.00%	91.00	94.00	91.00	98.00	100.00	100.00	...	
May 9, 2015	Available	97.80%	95.00	100.00	100.00	100.00	94.00	100.00	...	
May 17, 2015	Available	81.80%	85.00	84.00	87.00	80.00	87.00	88.00	...	
May 17, 2015	Available	94.20%	95.00	94.00	91.00	93.00	100.00	...	...
May 8, 2015	Available	91.40%	85.00	84.00	96.00	91.00	91.00	93.00	...	
May 17, 2015	Available	91.00%	93.00	95.00	95.00	88.00	94.00	90.00	...	
May 7, 2015	Available	81.80%	81.00	81.00	88.00	84.00	85.00	...	...
May 17, 2015	Available	90.00%	93.00	96.00	91.00	81.00	80.00	93.00	...	
May 17, 2015	Available	89.00%	85.00	95.00	93.00	82.00	...	94.00	...	
May 17, 2015	Available	84.80%	80.00	89.00	85.00	82.00	88.00	...	...
May 17, 2015	Available	81.21%	77.00	91.00	83.00	79.00	...	...	...

RUBRIC

Rubric Detail

You can interact with a rubric to grade in *Grid View* or *List View*. [More Help](#)

Name: **Pen/Ink Logo** Exit

Grid View | **List View**

	Novice	Competent	Proficient
overall composition/gestalt	18 (18%) elements not unifying well	24 (24%) composition is adequate for our purposes but is less than ideal for this technique	30 (30%) composition is visually interesting and works well with this technique
stylization of mascot	18 (18%) overworked/underworked/ shapes unrefined	24 (24%) shapes need improvement, but a good start	30 (30%) elegant, economical shapes
type	18 (18%) difficult to read/not manipulated creatively	24 (24%) type needs improvement, but a good start	30 (30%) readable, appropriately manipulated, contributes to the overall communicative and aesthetic value
on time	0 (0%) late	0 (0%) late	10 (10%) on time

Name: **Pen/Ink Logo** Exit

category		excellent	good	fair	poor
aesthetics=50	image	40-image complements selected theme and is of optimum file size.	36-image seems adequate for theme and lends support. file size barely adequate	32-image is indifferent to theme but is not discordant. file size degrades image	28-image and/or file not supporting theme
	display type	20- type choice displays excellent isomorphic correspondance with selected theme.	18-type choice supports theme and lends continuity. some refine desirable.	16-type potentially effective with theme, but needs refinement.	14-type seems incongruent to theme.
copy =50	headline	20-Headline relates strongly to theme, intended demographic. Enticing/ complements image, body copy.	18-generally relates well to theme/demo with some refinement needed.	16-relates vaguely to theme and demo.	14-seems unrelated to product/service and disregards demo
	body copy	20-contains all required components in a style that balances theme and target demo. style relates well to demo	18-one component missing or incomplete. style adequate/good for demo but needs some refinement	16-two components missing/incomplete. style adequate for intended market, but needs much refinement	14-three or more components missing/ incomplete. style inadequate for intended market

category		excellent	good	fair	poor
design	visual interest	4-Features dynamic, robust shapes that command attention without becoming busy. Exemplary student work.	3.6-Design seems pleasing to the eye and should be very interesting to most viewers.	3.2-Design is mildly interesting but isn't likely to hold most viewers attention for long.	2.8-Commands little if any interest.
	originality	2-Unlike any class examples or only vaguely derivative. Seems fresh and new.	1.8-Somewhat derivative perhaps, but with nice extras, clever changes. Almost new.	1.6-Just too similar to some of the examples shown in class.	1.4-Uses the most basic class examples with little if anything added.
	unity with variety	6-Viewer's eye moves effortlessly through the composition. Selected elements are visually similar and in close proximity.	5.4-Continuation is intact but somewhat impeded. Some elements have minor similarity or proximity issues.	4.8-Many viewers unlikely to perceive any path for eye movement. Dis-similarity/proximity issues compromising the design.	4.2-Most viewers unlikely to perceive any path for eye movement. Dis-similarity/proximity issues destroying the design.
	emphasis	3-Focal point is unambiguous yet not overdone.	2.7-Focal point seems clear to many with some competition from other elements.	2.4-Focal point is easily confused or lost to most.	No focal point = minus 5
craft	inking/trim	5-Ink applied with great care; edges of shapes are crisp and fills are dark and void of textures. No smudges, smears or noticeable corrections. Down board is trimmed neatly.	4.5-Ink carefully applied but with some rough edges, texture in fills. May be some smudges, etc that detract slightly. Down board trim may waver slightly.	4-Rough edges, inconsistent/textural fills, dirt or smudges detract significantly from the design. Rough trim.	3.5-Craft issues have obscured the design.
	dimensions	No error exceeding 1/32 inch = plus 5	Error greater than 1/32 inch but no greater than 1/16 inch = minus 5	Error greater than 1/16 inch but no greater than 1/8 inch = minus 10	Error greater than 1/8 inch = minus 20

RUBRIC DETAIL

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row Add Column Rubric Type: <input type="text" value="Percent"/> <input type="checkbox"/> Show Criteria Weight			
Criteria ↓	Levels of Achievement ↕		
	poor ↓	average ↓	excellent ↓
Understanding of project ↓	Percent <input type="text" value="60"/> Unable to state purpose of project 	Percent <input type="text" value="80"/> Understanding of project acceptable 	Percent <input type="text" value="100"/> Excellent expression of the spirit of the project 
visual interest ↓	Percent <input type="text" value="60"/> Unable to express design strengths/weaknesses 	Percent <input type="text" value="80"/> Description of design strengths/weaknesses acceptable 	Percent <input type="text" value="100"/> Able to express design aspects to high degree 
technical aspects ↓	Percent <input type="text" value="60"/> Unable to express technical strengths/weaknesses 	Percent <input type="text" value="80"/> Description of technical strengths/weaknesses acceptable 	Percent <input type="text" value="100"/> Able to express technical aspects to high degree 

Methods of Evaluation:

- 1) Examinations (announced) may be administered periodically to reinforce terminology/concepts, as a device to monitor student progress and the efficacy of classroom instruction, and to provide a foundation for practical applications.

All examinations are constructed in a fashion where students must associate a question with the correct response (example: multiple choice, true/false). Exams will not require students to analyze or evaluate (example: opinion or research-based response/essay).

This method was chosen because the terms and concepts associated with this class are fairly standardized within design-based disciplines.

Quizzes (unannounced) of a similar construction may also be administered.

- 2) Projects will be assigned to facilitate the practical application of classroom knowledge, to reinforce terminology/concepts, and as a device to monitor student progress and the efficacy of classroom instruction.

Projects will be evaluated by the instructor and whenever practical, critiqued by classmates. Samples of previous student works and evaluation criteria will be provided to students as each project is assigned. Since aspects of creative efforts are highly subjective, peer critique is useful to reduce instructor bias and to provide additional observations/opinions to supplement the learning process.

- 3) Class participation will be evaluated primarily from the percentage of class meetings attended with adjustments to that grade based upon student classroom performance using criteria such as (but not limited to): student contributions/apathy, use/misuse of class time and other resources, and behavioral or safety-related issues.

This method was chosen because additional information, clarifications, or other enhancements often occur in the dynamics of a creative environment where such advantages are lost to absentees or denied to students in a less disciplined setting.

COURSE CONCERNS/GRADE APPEALS: Students have the right to inquire about academic issues or issues related to the classroom environment. Inquiries should be directed to the following persons, in the following order:

COURSE INSTRUCTOR:

Dave Sholter

sholterd@faytechcc.edu

(910) 678-9841

Some thoughts on critique:

EVERYBODY KNOWS THAT SOME IMAGES ARE “BETTER” THAN OTHERS, RIGHT?

Of course, “better” is a vague term that can’t account for individual taste or simply for the way an individual may interact with a given image.

Sappy kitten photos aside, there are objective criteria that may help explain why some images seem more universally “powerful” than others.

Some things to consider:

• DOES THE IMAGE CAUSE (OR ALLOW) YOU TO SEE THINGS “DIFFERENTLY” ?

Unusual viewpoints, spherical aberrations, strange colors or expressions, incongruent situations and the like can cause the viewer to linger, and the image to become more magnetic.

• ARE CERTAIN DESIGN PRINCIPLES/ELEMENTS AT WORK TO ELEVATE VISUAL INTEREST?

TEXTURES are like candy for the eye. Our brains are wired to appreciate PATTERNS, including some less obvious repetitions. Look at the SHAPES (both positive and negative). Are they bold/busy/contrasty/at least *interesting*?

Think about how the eye is drawn through the parts of the image. Movement (the path your eyes follows when taking in the image) may be smooth and barely perceived by the viewer, or quite active as with RHYTHM. Either way, movement tends to “tie” an image together, making the viewer more receptive and satisfied.

• ARE TECHNICAL ASPECTS CAN ADDING OR DETRACTING?

If there’s a focal point, is it supported by crisp focus and appropriate depth-of-field?

Are textures sufficiently crisp (in enough places... in *too many* places)? Resolution adequate?

Is the mood supported by color temperature? Creative use of grain (noise)? Is the shutter speed used effectively to freeze or blur?

–THESE ARE SUGGESTIONS AND A GOOD PLACE TO START, BUT USE THE SPACE BELOW TO NOTE OTHER ASPECTS THAT COME UP DURING CRITIQUES.

Fayetteville Technical Community College

Academic Program Review

ADVERTISING & GRAPHIC DESIGN

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

(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.

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

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

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

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

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

A. Provide a description of the program.

The Advertising and Graphic Design curriculum is designed to provide students with knowledge and skills necessary for employment in the graphic design profession which emphasizes design, advertising, illustration, and digital and multimedia preparation of printed and electronic promotional materials.

Students will be trained in the development of concept and design for promotional materials such as newspaper and magazine advertisements, posters, folders, letterheads, corporate symbols, brochures, booklets, preparation of art for printing, lettering and typography, photography, and electronic media.

Graduates should qualify for employment opportunities with graphic design studios, advertising agencies, printing companies, department stores, a wide variety of manufacturing industries, newspapers, and businesses with in-house graphics operations. (NCCCS Curriculum Standard, Curriculum Description)

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.

The mission of FTCC Advertising and Graphic Design is to provide quality, career-centered instruction and guidance to a diverse student population seeking entry into the field of graphic design, or a related profession.

FTCC Advertising and Graphic Design supports the College in its mission to:

(1) Serve our community as a learning-centered institution.

(1): Advertising and Graphic Design is a dynamic environment. Software capabilities change every few years, customer needs vary greatly and original, functional solutions are elusive. By necessity, our students must be prepared to adapt, and so teaching strategies that stimulate critical thinking from multiple perspectives, and that lead to a variety of creative solutions, are preferred. Lecture-based strategies are employed in this curriculum but are largely confined to introductory elements such as terminology, essential principles, computer capabilities/limitations, and the like. AGD students are introduced to essential skills and information by a variety of delivery methods such as live demonstrations, videos, traditional text, E-text, and internet tutorials. Case-method and discussion are often integral to project development, and students are encouraged to use collaborative learning where practical. From a variety of situational platforms, students are encouraged to find alternate solutions (within a stipulated framework), to justify their judgments, and to share findings with peers. Rubrics are increasingly used to clarify key objectives and to quantify evaluations and, when practical, instructor/peer critique permits varied and immediate feedback during the presentation of completed projects.

(2) Build a globally competitive workforce.

(2): AGD students are instructed in established and trending advertising strategies, and in techniques using modern, industry-standard hardware and software. Students are encouraged to stay aware of developments in the field (i.e.: to seek out resources such as Adobe Exchange), and to network with other design professionals.

(3) Support economic development.

(3): AGD graduates enter the workforce to have a direct and immediate impact on our local economy. As visual communicators for various businesses, our former students create awareness, enhance credibility, and generally stimulate sales. FTCC AGD graduates have been employed by The Fayetteville Observer, M.J. Soffe, Fayetteville Technical Community College, Fayetteville State University, Fort Bragg MWR Marketing, Paraglide, Cumberland County Library System, CityView Magazine, Southern Regional Health Education Center, Systel, the Cape Fear Valley Health System, the City of Fayetteville, numerous printing firms, and others. Some former students are self-employed in the field (or a related field, i.e.: photography), or supplement an alternate career choice by creating their own marketing

materials (i.e.: advertising, brochures, folders, business card, website, corporate identity).

FTCC Advertising and Graphic Design supports the College in its institutional goals to:

(1) Respond to student and community needs through measurable goals.

(1): To respond to student needs, AGD Faculty strive to specify realistic and relevant learning outcomes to educational offerings, and continue to devise and improve grading rubrics that clarify and support those objectives. Various instructional strategies and delivery systems are employed. Student feedback is sought where practical. To respond to community needs, guidance is sought from former graduates and other local professionals in the discipline in order to better prepare students to respond to the expectations and needs of the community. Efforts are continually made to detect emerging trends in equipment needs, techniques, and the like in an attempt to posture the program proactively.

(2) Focus on workforce preparedness to support economic development.

(2): AGD students train on state-of-the-art equipment and learn cutting-edge techniques. Students become familiar with, and are involved in group projects to assume, various roles within an advertising organization, and otherwise prepare to facilitate the execution of marketing objectives, strategies, and tactics that businesses rely upon to effectively communicate the worth of their products, services, and ideas to consumers.

(3) Provide a comprehensive educational program committed to quality instruction and learning focused on student success.

(3): AGD students experience a progressive accumulation of skill-sets that are strategically positioned to permit students to appreciate the total worth of individual efforts. In example, a student of traditional drawing is encouraged to realize that these skills will be parlayed into refinements that will benefit the creation of original computer-derived illustrations. Those illustrations will be used to enhance the attractiveness and communicative value of a more comprehensive product where image, type, and other devices may be skillfully combined, and so on. As graduation approaches, students are further encouraged to select skill-sets appropriate to the task at hand, and to apply those with appropriate taste and judgment to satisfy a stated objective.

(4) Plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

(4): AGD students enjoy clean, modern, functional facilities and surroundings. Our environment is often presented as a showcase for visitors and prospective students.

(5) Provide a positive image through marketing and public relations.

(5): Advertising and Graphic Design students and faculty support various School activities by providing high-quality promotional materials. Examples include: designs for School-sponsored events such as the FTCC Heart Walk, Spring Fling/Fall Festival, and

theater performances and other artistic presentations. Where practical, such projects are incorporated into assignments to support classroom objectives. Not-for-profit agencies like the U.S. Army Fisher House have also been accepted as real-world clients. FTCC ADG Faculty designed the FTCC and Cumberland County seals, and the IPASS design. These products ultimately reflect favorably upon, and enhance the credibility of FTCC.

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

There are no special requirements for admission to FTCC Advertising and Graphic Design beyond general College admissions requirements.

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.

FTCC Advertising and Graphic Design prepares students for entry-level positions in the workplace and is not generally designed to prepare students for transfer to a senior institution. Several of our students have successfully transferred to Fayetteville State University, some to East Carolina University, and at least one to Methodist University. The number of AGD Core Curriculum courses deemed acceptable for transfer varies according to the admissions policy of each institution, and whether the student presents a portfolio of works that demonstrate sufficient evidence of technical and creative prowess. All courses are generally accepted in transfer to similar programs within the North Carolina Community System, and insufficient documentary evidence exists to determine whether community colleges outside NCCCS accept FTCC AGD courses in transfer. Anecdotal evidence from relocated former students suggests that transfer of AGD credits to community colleges outside NCCCS is not problematic. Since 2003, FTCC AGD has enjoyed an articulation agreement with Franklin University, located in Columbus, Ohio. The agreement offers an opportunity for our students and graduates to complete a Bachelor of Science degree from Franklin University's distance-education degree-completion program. AGD DC has contacted Franklin to offer any assistance, as the agreement is overdue for review/update, and was informed that Franklin is temporarily shorthanded in that department and will soon coordinate with FTCC AGD to complete the update. More recently, FTCC AGD has entered into the preliminary stages of an agreement with Fayetteville State University to participate in a dual-enrollment arrangement. The details of that arrangement are yet to be determined. A copy of the Franklin agreement and FSU letter of intent is attached to the Appendices portion of this document (Attachments A: Articulation and Dual Enrollment Documents).

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.

FTCC Advertising and Graphic Design maintains an informal arrangement with Arts Council Fayetteville/Cumberland County to provide support for an annual presentation of prospective graduates/show of graphic design. Contact: Robert Pinson, Operations Director 910-323-1776, Ext. 229.

The Department has recently received offers for Internship opportunities with the following: (1) ARRAY Magazine, AnneMarie Ziegler (Publisher/Owner), contact: 910-224-1536. (2) 219 Group Advertising and Marketing, contact: Richard Howard 910-483-4749, and (3) Fayetteville Fireantz, contact: Richard Edge, 910-321-0123.

In the recent past, prospective graduates annually presented their works to High School students at 71st High School shortly after their Senior Show was concluded. The presentation arrangement was a fixture of our capstone Portfolio class until last year, when our 71st High School sponsor and contact left the Cumberland County School System. It is anticipated that a similar arrangement can be made for future spring

semester classes, and possibly expanded.

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.

Advertising and Graphic Design Required Credits: 65, AAS degree

Fall Semester 1

ACA Elective: 1 credit
ART111 Art Appreciation: 3 credits
GRD141 Graphic Design I: 4 credits
ART131 Drawing: 3 credits
GRD110 Typography: 3 credits
GRD151 Computer Design Basics: 3 credits
Total: 16 credits

Spring Semester 1

ENG111 Writing and Inquiry: 3 credits
GRD131 Illustration: 2 credits
GRD142 Graphics Design II: 4 credits
GRD152 Computer Design Tech: 3 credits
GRD265 Digital Print Production: 3 credits
Total: 15 credits

Summer Semester 1

COM-120 Intro Interpersonal Com: 3 credits
or
COM231 Public Speaking: 3 credits
Major Elective: 3 credits
Total: 6 credits

Fall Semester 2

GRD153 Computer Design Tech I: 3 credits
GRD241 Graphic Design III: 4 credits
PSY150 General Psychology: 3 credits
Math Pick: 3 credits
Major Elective: 2 credits
Total: 15 credits

Spring Semester 2

GRD242 Graphic Design IV: 4 credits
GRD271 Multimedia Design: 2 credits
GRD280 Portfolio Design: 4 credits
Major Elective: 3 credits
Total: 13 credits

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.

The Learning Outcomes/Graduation Competencies of the AGD curriculum are to:

1. Know and understand the impact of graphic communications on a global society.

(1): Related to FTCC General Education Core Competency: demonstrate socialization skills that support cultural awareness and a global perspective.

2. Demonstrate an ability to understand and express technical, communicative, and aesthetic strategies.

(2): Related to FTCC General Education Core Competency: communicate effectively using the conventions of American Standard English in professional Academic Environments.

3. Analyze a variety of graphic design ideas and use appropriate graphic applications for the task.

(3): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies, and demonstrate computer literacy.

4. Demonstrate industry-standard skills, techniques, and manipulation of tools and equipment necessary for visual communications.

(4): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies and demonstrate computer literacy,

5. Interpret and incorporate formal principles and elements of design into digital compositions.

(5): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies.

6. Undertake and complete graphic projects from concept through production.

(6): Related to all FTCC General Education Core Competencies.

7. Compile, maintain, and present a digital portfolio of best works reflecting knowledge, techniques, and creativity.

(7): Related to FTCC General Education Core Competencies: use critical thinking to analyze problems and make logical decisions, and demonstrate quantitative competencies, and demonstrate computer literacy.

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?

An important step in remaining relevant to students is to be certain that AGD Faculty are communicating effectively. Increasingly, students have become accustomed to frequent and abbreviated interactions through personal digital devices. By emphasizing, and imparting communication skills, students are encouraged to gain confidence in their ability to understand and express professional ideas. Aside from personal growth, effective communication skills are vital in this field if advertising messages and interactions with associates/clients are to succeed.

Traditional AGD students are generally a product of our increasingly computer-based culture and expect to use these tools often. Fortunately, Graphic Design is immersed in cutting-edge technology. To maintain relevancy, the Department must maintain the latest hardware and software, and AGD Faculty must continue to discover and utilize a variety of modern educational delivery methods to include video tutorials, E-texts, and references to online resources. This is also important as students must become accustomed to a process of continuous self-learning, and become adept at maintaining their professional edge by exploiting all possible resources.

Faculty must also encourage a sense of community and common language. ADG Faculty share starter paths, such as twitter.com/AdobeCare and [LinkedIn.com](https://www.linkedin.com/), and encourage students to discover and share new avenues through which to promote collaboration with a global network of creative and business associates.

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?

It has since become a long-standing practice for AGD Faculty to maintain currency through self-learning. Fortunately, an exceptional number of resources are available online. Some are for-pay, many are not, but even free resources offer variety and are of adequate quality. Examples include: Adobe Education Exchange, an online community format that shares teacher resources (such as lesson plans) and offers a range of professional development materials. Business professionals offer concepts and best practices via Adobe Marketing Cloud Resource Center (typically a webcast format). Video tutorials are ubiquitous. By continually seeking out and sharing online materials, AGD Faculty are able to sample software and hardware updates, learn fresh approaches to educational delivery, and discover emerging design styles and techniques. AGD Faculty search for fresh resources regularly, although the bulk of this research is piecemeal and not systematically recorded. Some AGD Faculty purchase training videos or subscribe to training services at personal expense; all AGD Faculty privately subscribe to Adobe Creative Cloud in anticipation of FTCC's immanent upgrade to that latest software suite.

One of the main functions of our Advisory Committee is to provide guidance to Faculty from the perspective of a professional in the field, particularly from a regional perspective, and are a primary asset on issues of currency.

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 the Fall of 2011, the A30100 program was moved from the Dean of Business Programs to the Dean of CTGE, now Arts & Sciences. The program was placed under the overall supervision of the Chair of Fine Arts as a component of what is now the Departments of Fine, Performing, and Graphic Arts.

Effective Fall 2012, selected GRD classes (primarily drawing and design fundamentals) that could be taught in a Transfer setting were replaced with ART equivalents to increase transferability options for AGD students. Art History requirements were also added.

At the end of the year, it was realized that modifications were needed to alleviate overloads to those replacement ART sections and to restore balance to Faculty Teaching loads.

At present, those modifications are successful, with GRD students now having the option of career-centered, or transferable versions of design fundamentals and of two photography classes.

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

The only catalog change for 2015 will be an additional option where students may select either a career-centered, or a transferable drawing class. Both versions share similar considerations and course content, with the GRD version more closely aligned to visualization skills preparatory to computer vector illustration, the visual conveyance of various concepts to a supervisor or client, and other practical applications such as the creation of storyboards for multimedia applications.

Spring semester II classes have been re-aligned to create a more streamlined and consolidated environment for students to prepare for entry into the workplace.

Future changes may include isolating the most critical skills from classes that are presented separately, and consolidating those skills into fewer required courses, to provide space for additional supplementation in web design and multimedia.

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.

At present, all having served at least 3 years except Mr. Rodriguez (2 years), the Advertising and Graphic Design Advisory Committee members are:

Victor Forrester / Instructor / Dept. Chair / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-8231

David Sholter / Instructor / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-9841

Frank Galluccio / Instructor / FTCC
PO Box 35236
Fayetteville, NC 28302
910-678-9839

Mr. Carlos Rodriguez / Digital Specialist / Carlton Hubbard Photo
3619 Sycamore Dairy Rd, Fayetteville, NC 28303
910-487-4443

Ms. Danielle Fennern / Creative Services / The Fayetteville Observer
PO Box 849
Fayetteville, NC 28302
910-323-4848 ext. 289

Mr. Ryan Harrell / Creative Director / Arc Design
PO Box 15
Fayetteville, NC 28302
910-221-5357

Ms. Pam Patton / Administrative Assistant / Beasley Broadcast Group, Inc.
508 Person Street
Fayetteville, NC 28303
910-486-2010

Ms. Marla Travis / Graphic Artist / L3 Communications
No Info

AGD Advisory Committee should ideally consist of a mix of successful area professionals that represent a variety of related interests (i.e.: someone in the printing industry, another from web or multimedia, one from publishing, etc.). We also prefer to mix professionals that are former graduates with those not generally associated with

FTCC. Benefits of the latter mix are: former graduates are familiar with the program's structure and strengths/weaknesses with additional insight from regional employment experiences, while those not familiar with the FTCC AGD program are more likely to introduce an entirely different perspective.

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.

Ideally, the Advisory Committee assembles at least annually with an informal "working lunch" scenario preferred. Hard copies of essential documents are provided to all present such as: FTCC Mission and General Education Core Competencies, ADG Mission, Graduation Competencies, and the current AGD Education Plan. Minutes from previous meeting(s), and a list of committee members and their titles are also provided. The Department Chair welcomes members, introductions are made, and minutes from the previous meeting are read. Minutes are approved, old business is resolved, and new business is introduced. Observations and recommendations are solicited and discussed.

Minutes of that Spring 2014 meeting are attached to the Appendices portion of this document (Attachment B: Advisory Committee Minutes).

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.

In 2013, the AGD Chair reported that it was becoming increasingly challenging to keep the present committee intact, or to assemble an effective quorum. 2010-11, 11-12, and 12-13 AGD committee minutes further indicated that the focus was on maintaining the committee members. This was reviewed by the A30100 DC and his Supervisor in Fall 2013.

It was decided to combine the AGD and AFA committees for the Spring 2014 meeting. In 2014, AGD Faculty attended the AFA Committee meeting to explore the feasibility of consolidating all into a Departments of Fine, Performing, and Graphic Arts Advisory Committee.

Currently the new A30100 DC is working with his supervisor to create a more active and effective AGD Advisory Committee, or to secure adequate ADG representation within a consolidated committee. It should be noted that current AGD committee members Danielle Fennern and Ryan Harrell have been responsive, and that Bruce Sykes, Owner of Allegra Printing in Fayetteville, has expressed interest. Current DC is optimistic that a viable AGD Advisory Committee can be assembled.

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.

Advertising & Graphic Design Core Courses Offered by Semester (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
GRD-110	2	*	*	2	*	*	2	*	*	2
GRD-121	2	*****	*****	2	1	*****	2	*****	*****	*****
GRD-131	*****	1	1	*****	1	1	*****	1	*****	*****
GRD-132	*****	*****	*****	1	*	*	1	*	*	1
GRD-141	3	1	***	2	2	***	2	1	***	3
GRD-142	**	1	**	**	1	**	**	1	**	**
GRD-151	4	1	1	2	1	1	3	2	1	2
GRD-152	1	2	*****	1	1	*****	*****	3	*****	*****
GRD-153	1	1	*****	1	*****	*****	1	*****	*****	1
GRD-167	*****	2	1	*****	1	1	*****	1	1	*****
GRD-168	1	*	*	1	*	*	1	*	*	1
GRD-220	1	*****	*****	*****	*****	*****	*****	*****	*****	*****
GRD-241	1	*	*	1	*	*	1	*	*	1
GRD-242	**	1	**	**	1	**	**	1	**	**
GRD-263	**	2	**	**	1	**	**	1	**	**
GRD-265	**	2	**	**	1	**	**	2	**	**
GRD-271	**	2	**	**	1	**	**	1	**	**
GRD-280	**	1	**	**	1	**	**	1	**	**
GRD-282	1	****	1	1	****	1	1	****	1	1
GRD-285	*****	*****	1	*****	*****	1	*****	*****	1	*****

*Core Course offered during the Fall Term.

**Core Course offered during the Spring Term.

***Core Course offered during the Fall and Spring Terms.

****Core Course offered during the Summer and Fall Terms.

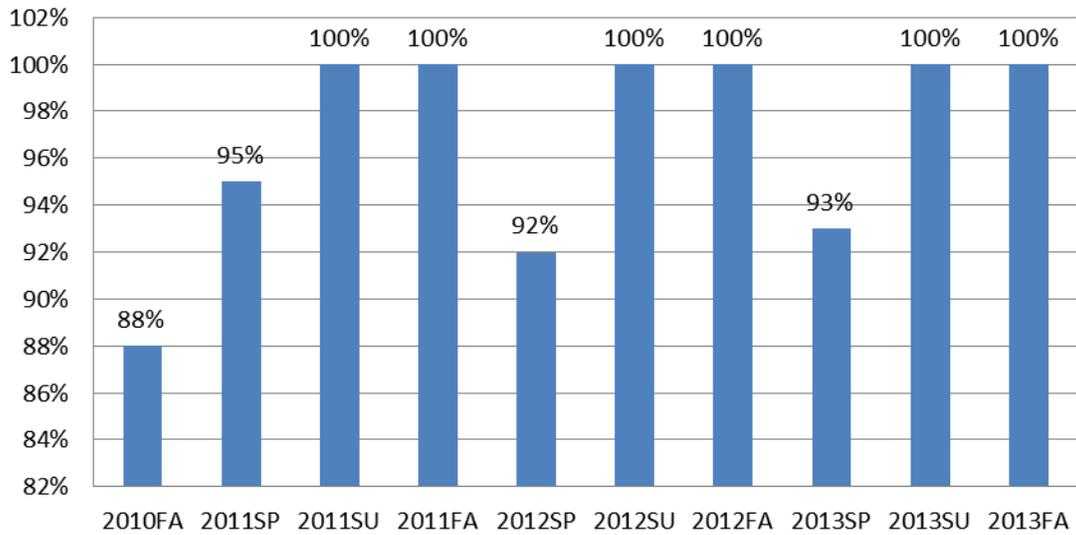
*****Core Course offered during the Summer Semester.

*****Core Course offered during the Spring and Summer Terms.

*****Core Course not offered based upon course sequencing and student education plans.

*****Core Course no longer offered.

Percentage of Advertising & Graphic Design Core Courses Taught by Full-Time Faculty (Fall 2010-Fall 2013)



For the past 3 academic years, AGD has run:

- 8 sections of GRD 110- 100% by full-time faculty
- 7 sections of GRD 121- - 86% by full-time faculty
- 5 sections of GRD 131-- 100% by full-time faculty
- 3 sections of GRD 132-- 100% by full-time faculty
- 15 sections of GRD 141- 100% by full-time faculty
- 3 sections of GRD 132- 100% by full-time faculty
- 18 sections of GRD 151- 83% by full-time faculty
- 8 sections of GRD 152- 100% by full-time faculty
- 7 sections of GRD 167- 100% by full-time faculty
- 4 sections of GRD 168-- 100% by full-time faculty
- 1 section of GRD 220- 100% by full-time faculty
- 4 sections of GRD 241- 100% by full-time faculty
- 3 sections of GRD 242- 100% by full-time faculty
- 4 sections of GRD 263- 100% by full-time faculty
- 5 sections of GRD 265- 100% by full-time faculty
- 4 sections of GRD 271- 75% by full-time faculty
- 3 sections of GRD 280- 100% by full-time faculty
- 7 sections of GRD 282- 100% by full-time faculty
- 3 sections of GRD 285- 100% by full-time faculty

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.

As per the NCCCS, Faculty in the A30100 program must have a minimum of an Associate degree in the field of Graphic Design.

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 (part-time/full-time) are appropriately credentialed and qualified to teach in the A30100 program.

David Sholter, Department Chair, effective July 1, 2014
B.A. Visual Arts, Fayetteville State University, 1990
6 years prior experience: U.S. Army Graphics Specialist, lead designer private firm, freelance designer.

Frank Galluccio, Instructor
M.Ed. Instructional Media, Utah State University, 1983
5 years prior experience, FTCC Media Services.

Victor Forrester, Instructor, former Department Chair
B.F.A. Fine Arts, East Carolina University, 1985
5 years prior experience in various roles for advertising and marketing concerns.

Joe Talarico, Adjunct Instructor
M.S. Multimedia Technology, California University of Pennsylvania, 2005
2 years prior experience, FTCC Media Services; 7 subsequent years experience with same employer.

Richard Howard, Adjunct Instructor
A.A.S Advertising and Graphic Design, Fayetteville Technical Community College, 2007
4 years prior experience: Web Designer, 291 Group Fayetteville NC; 6 subsequent years experience with same employer.

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?

Faculty in the A30100 program are evaluated annually. Teaching observations are performed during the Fall semester. The DC reviews the Teaching Observation with the Instructor which is then submitted to the DC's Supervisor. A Teaching Observation is executed and reviewed on the DC by his Supervisor. Additionally, all Faculty are reviewed via the E-32 form which involves a more thorough examination of the employee as a whole. Three objectives and the processes projected to accomplish are submitted and either adjusted or approved by the Supervisor. These are reviewed at the end of the Spring semester. There is a minimum of 30 hours of professional development required for each Faculty member. This is recorded on the P-14 document. Finally, there are student evaluations conducted each semester. All student evaluations are reviewed by the Supervisor and any issues are documented. We are currently in the Fall, 2014 semester and just beginning to execute the Teaching Observations. The E-32s have been initiated and results will be documented as allowed. The P-14s are filled in as Faculty complete the various professional development activities they pursue. A30100 Faculty strive to set goals which are both challenging and obtainable. The goals are designed to enhance the program and serve the students in the most efficient and beneficial manner.

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.

AGD Faculty participate in FTCC Professional Development opportunities as available, and as conflicting demands permit. Faculty unable to attend may expect colleagues to share a synopsis of the presentation and copies of handouts, etc. via Groupwise. Faculty also receive online educational resources such as Magna Enewsletters: Faculty Focus. It should be noted that AGD Faculty frequently search printed and video tutorials, review trends and strategies, and otherwise engage in a continual process of self-learning that may not systematically recorded. Highlights of Faculty professional development activities are attached to the Appendices portion of this document (Attachment C: Faculty Professional Development).

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.

AGD faculty are not typically active in formal, traditional academic research initiatives or publishing ventures.

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.

AGD operates 2 computer labs located in the Virtual College Center. VCC 124 features 24 student stations equipped with 27" iMac desktop computers, and supported by assorted printers and other peripherals. VCC 125 is similar, with 25 student stations. In addition, the department maintains 2 traditional drawing table classrooms (VCC 122 and 127) and a well-equipped photographic studio in VCC 126.

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 total space is adequate, but the Department is currently considering plans to use the space more efficiently and to serve a greater variety of needs. During Fall and Spring semesters, computer resources are increasingly strained. As once-traditional GRD classes are upgraded to emphasize digital techniques, they require computer access. High School Connection classes occupy 10 contact hours of lab space during prime weekday hours. Fine Art offerings that seek support from these facilities currently include ART 171 (Computer Art I), ART 264 (Digital Photography I), and ART 266 (Videography I). Future ART demand is expected to increase.

As large class sizes present an unfavorable instructor-to-student ratio that is especially problematic during process-driven instruction, and given that so many stations are concentrated into 2 labs, it seems feasible to convert one of the drawing table classrooms into a third computer lab (or mini-lab to accommodate smaller sections (<15 students) that are a poor fit for one of the larger labs). This may be accomplished most efficiently by relocating a small number of existing stations (perhaps 5) so as to reduce the number of new stations required to achieve a functional third lab. Under that plan, new purchases to finish out a third computer lab will be around 10 stations

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.

Library support to the Department has been commendable. AGD faculty and students now have online access to a substantial library of publications and anticipate further access to a limited number of specialized publications, and to copyright-free images for student design projects, and to supplement educational delivery products. Library Services has also extended valuable guidance to the department on practical considerations concerning copyright issues. The department also works closely with MIS and the FTCC Print Shop with notable success.

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

The support services mentioned above are adequate for AGD needs. Library and Print Shop services in particular show marked improvement over previous years. AGD uses industry-standard iMac computers that are not familiar to most MIS instructional lab techs. MIS has assigned tech Billy Whitehead to act as a liaison between AGD and MIS (de facto Apple tech). Mr. Whitehead has been notably responsive and competent, but MIS may consider that another tech be designated to cross-train, as practical, with Mr. Whitehead to avoid any disruption or loss of that expertise.

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?

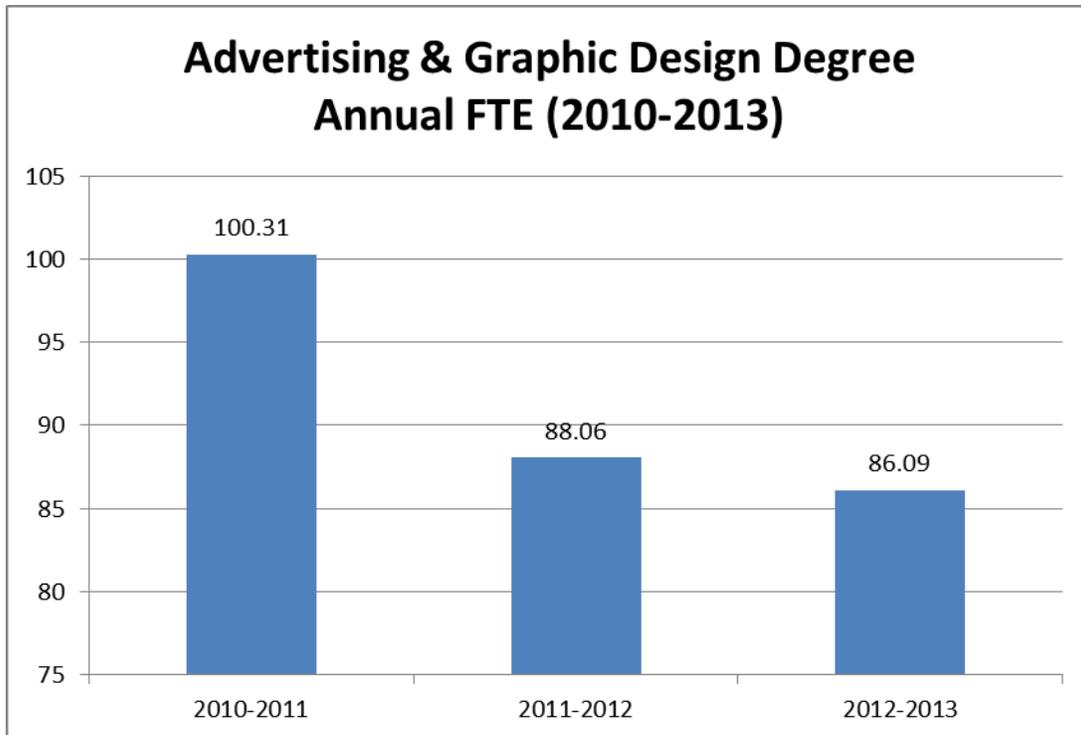
ADG completed an upgrade to computer lab hardware in 2011 and are not anticipating any non-routine budget expenditures in the next 3 years.
AGD will coordinate with MIS Instructional Labs Supervisor Hyon Vanleeuwne to monitor the performance of our current machines, warranty issues, and the availability of funds.
Leadership will be advised immediately as a replacement decision is determined.

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

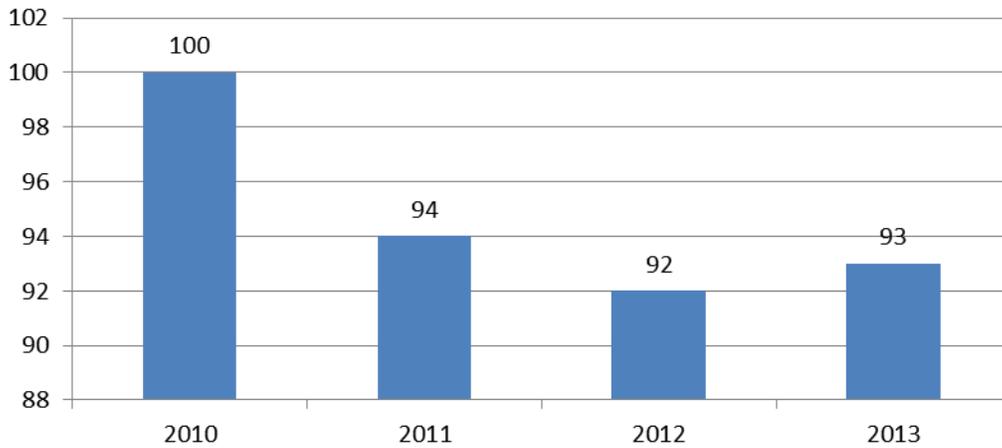
ADG has not sought grants in the past 3 years. The Grants Department has recently been consulted about the process to seek funds required to complete an additional computer lab if the action is approved.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment

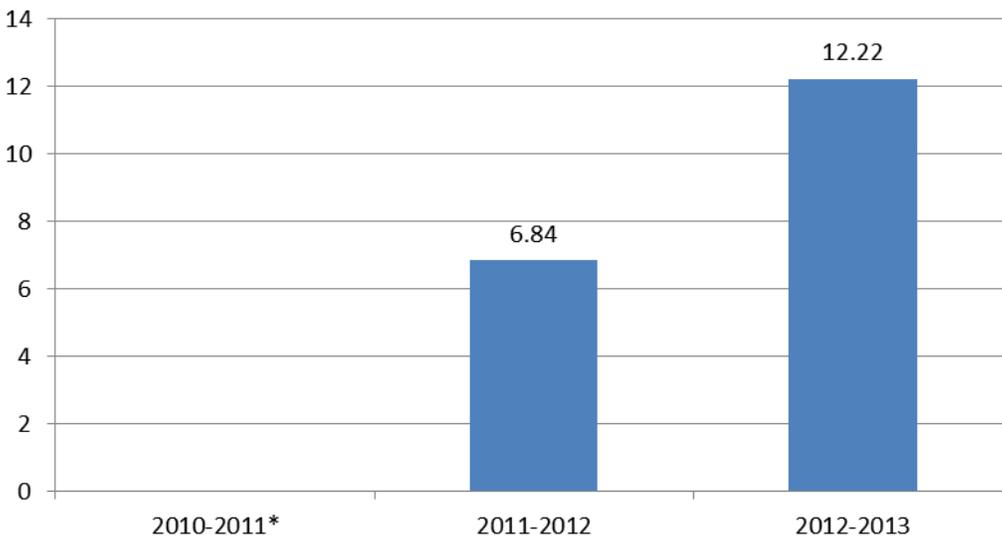
- A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?



Advertising & Graphic Design Degree Enrollment by Fall Term (Fall 2010-Fall 2013)

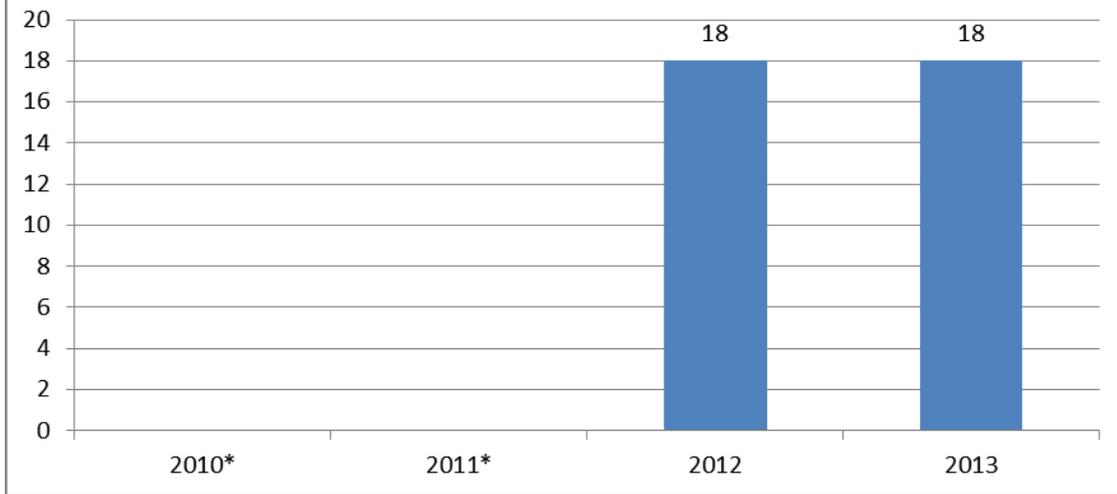


Advertising & Graphic Design Certificate Annual FTE (2010-2013)



*There was no data available within the NCCCS Data Warehouse.

Advertising & Graphic Design Certificate Enrollment by Fall Term (Fall 2010-Fall 2013)



*There was no data available within the NCCCS Data Warehouse.

FTE generated by ADG in past years to include 2010-2011 remained close to 100, but the credits required for an AGD AAS degree were near or above 75 credits during that time. Subsequent to a SACS recommendation to reduce the number of AAS required credits, our requirements were reduced by roughly 14%, from 76 to 65, and FTE adjusted accordingly.

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?

Primary competitors to FTCC Advertising and Graphic Design (in local proximity) include Fayetteville State University and Methodist University.

Fayetteville State University offers a Bachelor of Arts in Visual Arts with a concentration in Digital Art, a Bachelor of Science in Art Education with a concentration in Digital Art, and a Minor in Visual Arts.

Core Curriculum Courses are: ART 222 Advanced Drawing, ART 226 Typography, ART 250 Digital Photography, ART 330 Computer Imaging in Visual Art (desktop publishing, software unspecified), ART 352 Commercial Art (introductory: array of subjects), ART 391 Computer Graphics in Fine Arts, and ART 481 Computer Design Multimedia (based: PowerPoint and Macromedia).

Based on a prima facie examination of course descriptions, FSU BA candidates with a maximum concentration in Digital Art are exposed to drawing, typography, photography, an introduction to desktop publishing, and an overview of imaging techniques and multimedia. In comparison to FTCC AGD, the entire FSU digital art/graphic design experience (with the exception of multimedia*) may be considered roughly equivalent to our introductory three semesters (a completed "first year"). Based on tuition alone, completion of the FSU's BA in Digital Art costs approximately \$11,000. (based on full-time yearly tuition of \$2,742.76: uncfsu.edu/bursar, 2014-15 tuition and fees) *FSU's multimedia course, ART 481 is based on PowerPoint and Macromedia (an obsolete software) and should not be compared to our GRD 271 (Multimedia) which combines Adobe's industry-standard software: Photoshop, Illustrator, Dreamweaver, and Flash.

Methodist University offers a Bachelor of Fine Arts with a concentration in Graphic Design. MU's Graphic Design concentration is a recent addition to the university's Department of Art, with their first graduates appearing spring, 2014. Core Curriculum Courses are: AGD 200 Graphic Design Studio 1 (2-D design), AGD 201 Typography, AGD 202 Imaging (raster, i.e.: Photoshop), AGD 203 Foundations 3-D Design (sculpture, environmental and architectural design), AGD 300 Graphic Design Studio II (intermediate principles, vocabulary, problem-solving), AGD 301 BFA Portfolio Review (seminar-style, prep for portfolio), AGD 302 Imaging for Graphic Design (portrait, product photography), 303 Graphic Design Studio III (advanced creative solutions, nebulous course description), AGD 304 Internship, AGD 305 Imaging for Graphic Design III (animation, motion graphics, website), AGD 400 Graphic Design Studio IV (message/media relationships, intro to video), AGD 401 Graphic Design Workshop (capstone class, designing/placing media for real-world client) AGD 402 Senior Exhibit, and AGD 403 (not shown in course descriptions).

Graduates of FSU's Graphic Design concentration have not been generally competitive with FTCC ADG graduates for regionally available entry-level graphic design positions, but for students in a position to seek a Bachelors-level education in

graphic design, the FSU program competes with us for applicants.

Graduates of MU's Graphic Design concentration are potentially viable competitors for regionally available entry-level graphic design positions, but at a cost of approximately \$115,000 to complete the BFA degree (based on commuting day students, tuition only: MU Home>>Financial Aid, Basic Fees), MU seems unlikely to affect the number of applicants to FTCC AGD.

Graphic Design students attending Fayetteville Technical Community College enjoy a substantial economic advantage over competing institutions, and in time spent preparing to enter the workforce. FTCC AGD faculty average over 20 years experience as educators and FTCC AGD is well established, having offered a degree in the field continuously since 1985. We use industry-standard hardware and software situated in modern, comfortable, and well-equipped labs. Since becoming part of FTCC's Departments of Fine, Performing, and Graphic Arts, our students seeking increased transferability now have better-coordinated access to equivalent Fine Art courses, and the opportunity to share facilities enhances a spirit of community with fellow students in related creative disciplines.

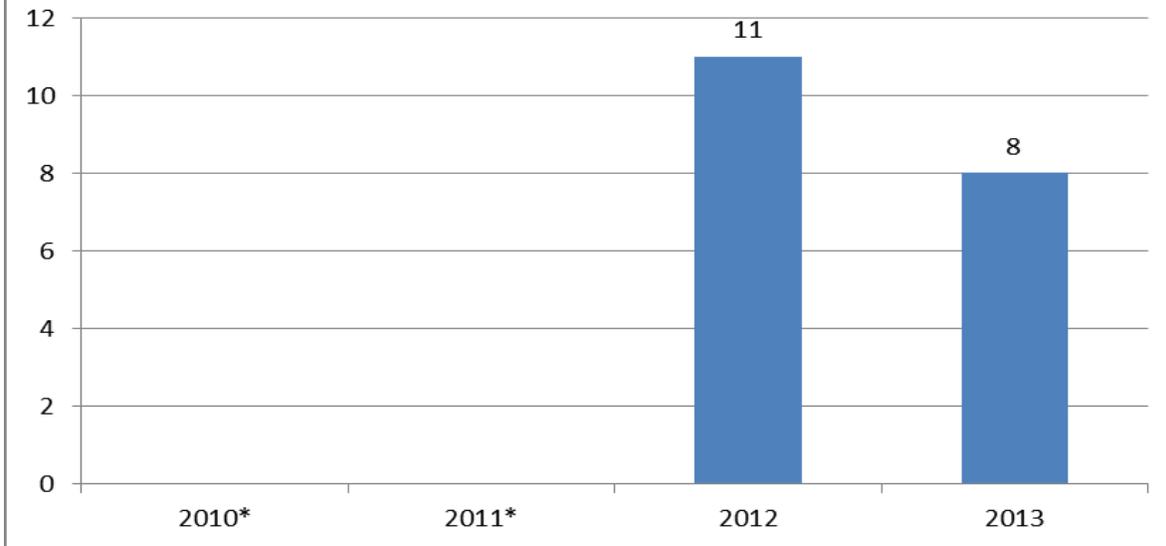
For all of nearly thirty years, FTCC AGD has presented prospective graduates to the business community and public during a capstone event generally entitled "Annual Portfolio Review". For approximately the past 10 years, FTCC ADG has exceeded traditional expectations for a "senior show" and taken the initiative to showcase the FTCC AGD program at various prominent locations in downtown Fayetteville, during the area's annual Dogwood Festival. As a Dogwood Festival Sanctioned Event, the Portfolio Review generates press coverage via Internet and print, and was the subject of a feature article in City View Magazine.

Collaborative efforts by Fine Arts, Graphic Design, Media Services, and the FTCC Print Shop recently produced a promotional booklet for distribution to area High School art educators, prospective students at FTCC Open House Events, and our Annual Graphic Design Portfolio Review. Future strategies may include a series of posters intended to enhance awareness and credibility of FTCC's Departments of Fine, Performing, and Graphic Arts (wholly or individually). The posters idea would target High School Art Departments primarily, with additional exposure at our Annual Portfolio Show, FTCC open house events, etc.

FTCC AGD is also a frequent destination for tours of FTCC facilities by High School students, offers demonstrations as requested by FTCC Recruiters, and is active in the High School Connections program.

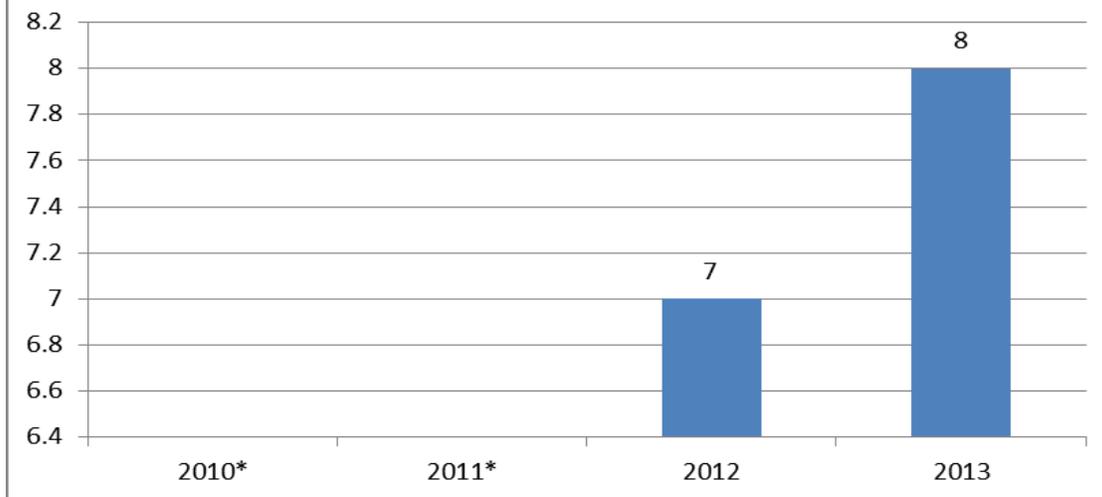
C. Provide the number of students who graduated with a major or minor from the program in the past three years.

Advertising & Graphic Design Degree Graduates (2010-2013)



*There was no data available within the NCCCS Data Warehouse.

Advertising & Graphic Design Certificate Graduates (2010-2013)

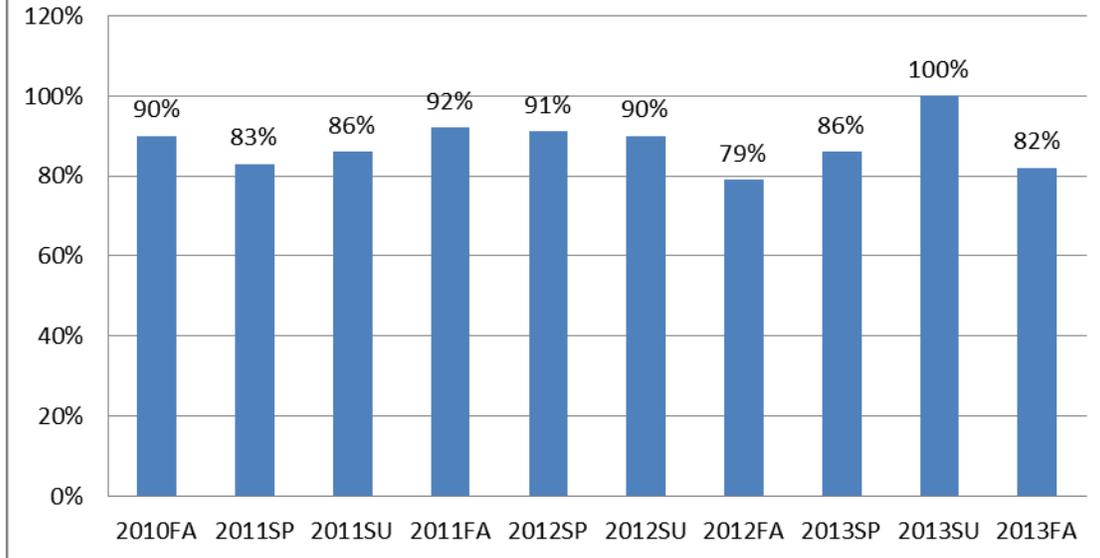


*There was no data available within the NCCCS Data Warehouse.

There were 30 AAS graduates from Advertising and Graphic Design during the years 2011 through 2013, and 27 Certificate graduates. Graduate information was not available from NCCCS Data Warehouse for year 2011; FTCC resources report 11 AAS graduates and 12 certificates for year 2011. 57 additional A30100HSC certificates were earned during the years 2011-13 (2011=21, 2012=19, 2013=17).

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?

Advertising & Graphic Design Core Course Average Retention Rate by Semester (Fall 2010-Fall 2013)



Advertising & Graphic Design Core Course Retention by Instructor (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Forrester, Victor B.	92%	79%	*	93%	84%	*	80%	84%	*	82%
Galluccio, Frank M.	83%	80%	86%	88%	90%	83%	80%	87%	100%	79%
Haycraft, Elizabeth A.	100%	**	**	**	**	**	**	**	**	**
Howard, Richard A.	*	88%	*	*	93%	*	*	77%	*	*
Sholter, David R.	90%	88%	87%	97%	98%	94%	78%	88%	100%	85%
Talarico, Joseph C.	*	95%	*	*	*	*	*	*	*	*
Walters, Anne M.	100%	**	**	**	**	**	**	**	**	**

*Did not teach core course

**Terminated employment

The Department does not have a formal retention plan. Informally, continuing efforts include reinforcement of the sense of community through individual Faculty interaction with students, and by emphasizing participation in Advertising and Design Club activities. FTCC AGD retention rates (semester-by-semester) seem within College norms and rate variations between AGD Faculty seem unremarkable, and so attention may be given to reducing attrition over the course of the program.

AGD is demanding. Students are inundated with technical and artistic instruction, a constant demand for creative solutions, tight deadlines, precision standards and other pressures that combine to stress unprepared students. Military families relocate. A near-capacity freshman class is reduced substantially by graduation. This is not a new trend, but losing any student unnecessarily is intolerable.

At present, retention efforts are focused on developing a strategy to insure that as many first-semester students as possible are correctly registered for beginning fall semester classes. Inexperienced students that register themselves or are advised by individuals unfamiliar with AGD registration conventions often fail to register for classes that may not be offered for another year. Typically, an affected student realizes the situation only after classes have started, and soon after considering the prospect of lingering on for an additional year, may decide not to continue. Current DC examined freshman registrations at the start of 2014 summer vacation and discovered that far less than half were correctly registered and on track to complete the program in 2 years. Nearly all (but 1) were corrected over a period of weeks involving scores of Emails and phone calls.

To reduce this occurrence, possible tactics may include: bold, simple, department-specific registration instructions/caveats that may accompany existing early correspondence (mail, Email, counseling-related documents, etc.), flyer-sized reminders next to each registration computer, an "All at Fay" Groupwise message, and others.

E. Does the program lead to certification or licensure exams? If so, please list the exams. What were the pass rates of graduates for the past three years?

FTCC Advertising and Graphic Design does not lead to certification or licensure exams.

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

Regional demand for graphic designers, 2013-2018, is expected to increase 11% (EMSI, FTCC Economic Overview & Program Gap Analysis, Chapter 3: Program Gap Analysis, Page 46).

State-wide demand for graphic designers, 2013-2018, is expected to increase 4% according to the Division of Research and Statistics; North Carolina Department of Commerce, Labor and Economic Analysis statistics (EMSI, Occupations by Location, Graphic Designers in United States, Page 2).

National demand for graphic designers, 2012-2022, is expected to increase 7% according to the United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook.

A copy of the relevant portion of that Handbook information is attached to the Appendices portion of this document (Attachment D: United States Department of Labor: projected graphic design growth).

It is unclear whether these projections are based on traditional print-based graphic

design positions or include entry-level web and multimedia opportunities. Individual US Department of Labor projections for web designers and for multimedia specialists indicate an increased demand of 22% and 7% respectively, so it seems likely that growth projections for graphic design are print-based. Traditional career opportunities include employment with print shops, newspaper and magazine publishers, in-house graphics operations, and the like. FTCC ADG program outcomes are specifically designed to develop the creative and technical skills that employers in those businesses expect, and while growth in those areas is positive, it is not robust. Adjustments are needed to improve student confidence in web and multimedia skills to increase employment prospects.

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.

Evaluation of student outcomes and competencies are finally determined by the submission of a student portfolio, and by the presentation of those works. Assessment of student competency may be supplemented by an assessment of works/presentation by area professionals when practical using the same criteria.

Updated for 2015SP to include a digital presentation requirement, criteria associated with the capstone Portfolio include:

Content of Works

- criteria include: aesthetic/design validity, communicative relevancy, appropriateness, variety, originality

Presentation of Works

-Traditional media

- criteria include: size, trim, mounting, color saturation, value contrast, resolution, paper quality, flow

- Digital media

- criteria include: resolution/clarity, accessible, navigable, flow

Peripheral Materials

-Business Card

-Resume

- criteria include: form, balance restrained/creative, essential components, type choice to

include voice and readability, stock, trim

Station Presentation

criteria include: book quality/accessible/navigable, peripheral display:
thin/busy/balanced

Personal Presentation

- criteria include: personal interaction, professional interaction, appropriate dress

Confederate Value

- criteria include: role, creative contribution, practical contribution

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 last formal assessment of AGD was a 2011-12 Program Review. Improvements to student retention involved improving faculty-student interaction and generally cultivating a sense of community. That initiative was deemed successful, as student participation in Ad Club activities improved. Community continues to be a priority.

Direction/emphasis of AGD at that time centered around the merging of Fine Art and Graphic Design, and with a goal of generally maximizing transferability. At present, the Fine Art and Graphic Design amalgamation is successful on several levels, and the transferability initiative has been modified to increase transfer options, while retaining the original work-centered core of AGD.

Other issues included: maintaining hardware/software currency (accomplished), improving the stability and maximizing the effectiveness of our Advisory Committee (rebuilding effort is underway), and ever-present concerns about economic conditions and subsequent effects on enrollment and demand for graduates. Furniture problems were also noted. Computer lab chairs have been repaired and are serviceable. Chairs in traditional studio rooms remain deteriorated and are becoming a liability. Plans to replace them will proceed immediately as suitable replacements and a vendor are selected, and as the number of replacements is determined (contingent on whether one of the traditional rooms is approved for conversion to digital lab space).

X-3.6 Constituency Satisfaction

(Self-Study Team's assessment)

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

Annual surveys are conducted to ascertain:

- Alumni graduate satisfaction with the quality of instruction in the AGD program area, the overall quality of the AGD academic program, and about various College services and entities.
- Employer satisfaction
- Alumni graduate confidence in abilities related to FTCC Core Competencies

The general Alumni Graduate Survey contains elements that serve to generally alert Faculty about student perception of content and delivery of AGD educational offerings and similarly, as an indicator of faculty-student communication. These perceptions may also suggest whether changes/improvements in a given year are positive.

The Employer Satisfaction survey is a more detailed analysis that is a far more useful tool in determining whether AGD Faculty are satisfying stated learning outcomes and graduation competencies, imparting life-skills, and generally preparing our students to flourish in various work environments.

The FTCC Core Competency survey is a less specific, but useful indicator of student confidence in areas that promote professional competence, an ability to cope with life-challenges, and with general employability.

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

Alumni Graduate Satisfaction data, collected from 2009-13, reports that over the period, an average of 94.14% of graduates were satisfied with AGD instruction and 90.1% with the overall program.

Employer Satisfaction data, collected from 2011-13 (no respondents 2009-10), reports that over the period, employers expressed an average satisfaction with ADG graduates of 88.9%.

Student Confidence in abilities related to FTCC Core Competencies data, collected 2011-2013 (no respondents 2009-10), reporting 100% satisfaction.

AGD finds job placement rates to be singularly disturbing. While anecdotal evidence suggests that our most promising graduates are finding employment in design, initiatives to enhance that process must be devised and initiated.

Relevant surveys are attached to the Appendices portion of this document (Attachments F: Constituency Satisfaction Surveys).

X-3.7 Appraisal and Direction for the Future

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

AGD Fall enrollments for the past 2 years have averaged 93 students and AGD Fall and Spring enrollments have historically remained close in numbers by year. Based on these trends, combined Fall and Spring enrollments for the next 3 years are expected to average 180 students.

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?

An effort to recruit artistically inclined students from area high schools is a worthwhile long-term investment. AGD Faculty believe that the pathway to those students is to create awareness and establish credibility with area high school art educators as they are individuals in a uniquely key position to influence art-related educational/career decisions.

AGD AAS graduates may earn one additional AGD certification, but that certification requires taking the same courses contained within the degree program, with the exception of a single elective course. The certification is valid, but was originally designed to provide an opportunity for working professionals to upgrade skills using the latest software, for students in closely related majors to broaden their design experience, or for business persons to understand the creation of marketing materials. Faculty will investigate the practicality of adding another certification designed to supplement the AAS, probably with emphasis on web development and multimedia. This will enhance employment prospects for graduates as the certification will highlight value-added skills.

Apprenticeship opportunities become available periodically, and Faculty must do a better job of communicating the value of these opportunities. It is reasonable to consider that if Faculty can successfully fill apprenticeship offers, more may follow.

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?

In several key respects, Fayetteville Tech's Graphic Design program is remarkably healthy. Students enjoy an enviable educational environment, enrollments are sustainable and periodically near-capacity. Student and employer satisfaction is positive, and FTCC AGD graduates account for greater than 73% of the region's "completers" available to compete for employment opportunities in graphic design (EMSI, FTCC Economic Overview & Program Gap Analysis, Chapter 3: Program Gap Analysis, Page 18). Compared with many areas in North Carolina, the local economy is boosted by our military presence.

With adjustments to enhance visibility and skill-sets for our graduates, and with a fresh awareness of the critical challenges in today's job market, we are optimistic that this program will continue to fulfill its potential as an asset to the region.

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.

Two areas require immediate attention: creating enhanced web and multimedia opportunities, and improving employment prospects. The two are partly intertwined, but will be addressed separately.

As traditional print-based graphic design evolved to include an expectation of web and multimedia skills, this department responded to integrate the appropriate industry-standard software into our AAS education plan, as our Advisory Committee recommended. In any plan, something has to come last and those skill-sets are introduced in the latter semesters of the program. In contrast, two software programs are introduced beginning with the first semester, a third in the second semester, and these are woven into many projects. Two of the software are used in web and multimedia as well. There is a comparatively thick comfort zone. Web and multimedia are competently introduced, but with little time left and graduation impending, students ultimately lack the depth of experience in web and multimedia to compete aggressively for those more demanding, and better-paying "full service" positions. This must be improved or we risk being perceived as a provincial, print-only program.

Some regional businesses will continue offer traditional 9-to-5 positions for an in-house designer. Requirements for a unique understanding of the business or for fast turnaround preclude the option to outsource. Otherwise, the trend is for businesses independent of those needs to outsource. It encourages competition and saves the costs of offering benefits. Too many of our graduates become discouraged when employment opportunities are not easily discovered in traditional sources, like classified

ads. Faculty must communicate more clearly that for the foreseeable future, many employers are not inclined to advertise for designers. Determined graduates self-promote and use all possible resources, primarily internet, to make their services available. Graduates must cultivate contact with regional designers and otherwise remain alert for opportunities. Faculty will strive to communicate this trend more effectively and to devise additional resources to facilitate suitable student marketing and networking strategies, or risk losing opportunities to place our graduates prominently in the workplace.

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 and redress weaknesses and threats?

Previously, the three major GRD classes offered during the fifth (graduation) semester were controlled independently by three different instructors. This created a drag on efficiency at a critical time. Current DC has re-assigned all three classes to a single instructor, in the same classroom, with the potential to better coordinate the capstone Portfolio Class with Multimedia Design I, and to provide an additional opportunity to integrate web in a consolidated effort to maximize the self-promotion efforts of prospective graduates and to provide additional opportunities to work with less familiar software. An individual internet marketing requirement will no longer be optional for the capstone class.

Plans for additional promotional materials to specifically target high school art educators will proceed.

A working Advisory Committee will be completed either in whole, or as part of a consolidated Arts Committee. Chair will recruit candidates, clarify issues, and coordinate meetings. An independent committee will be convened as soon as practical with a target of Spring 2015, or a graphic design component within a consolidated committee will meet as determined by the Fine Arts Chair.

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

Victor Forrester will coordinate Graphic Design IV, Multimedia and Portfolio, and integrate additional web strategies during Spring 2015 semester. A review by AGD Chair and recommendations for adjustments will follow as that Spring semester ends, and before Contract B 2015 vacation begins.

The content and general form of additional promotional materials will be coordinated between the Design and Fine Arts Chairs, with design and production by AGD Chair. Visualization of the strategy will be accomplished during Fall 2014 semester with an initial product ready for distribution by mid-Spring semester, well ahead of High School graduation. Concurrent efforts will be made by AGD Chair to establish high school art contacts.

AGD Chair will initiate discussion concerning augmenting web and multimedia experience, to include possible additional classes to supplement web and multimedia resources for graphic design students. Faculty discussion and inquiries to area professional will begin immediately with advisory committee involvement as soon as practical. A finding of practicality will be targeted for Spring 2015 with a model suitable for review by supervisors ready by early summer. A final, approved version will be completed before Fall 2015 Curriculum Committee meeting to be approved for inclusion in 2016 catalog.

ADG Chair will consult with Faculty and coordinate with Fine Arts Chair, and will contact

various FTCC entities (Admissions and Registrar in particular) to develop measures designed to insure that Semester 1 AGD students are correctly registered. A strategy must be implemented before Fall 2015 registration begins.

G. Please provide any long term major resource planning.

Long-term, major resource requirements will only involve the periodic upgrade of hardware. A determination by the Department of the number of machines required, and an MIS determination of an appropriate date is not yet available, but may be estimated at \$120,000-150,000.

H. Conclusions.

As a work-based component of the Departments of Fine, Performing, and Graphic Arts, AGD provides technological balance, a range of assets, and the means to promote visibility and to nourish credibility. The Department also embodies FTCC's commitment to serve the community, to embrace technology, and to provide an educational environment that is conducive to student success.

Today's challenges are numerous: despite a comparatively rarified local economy, businesses are timid about growth and hiring. The technological demands needed to compete for entry-level employment strain our capacity to prepare students adequately in two years. Encroachment by competing institutions, and by graduates outside our region, threaten to diminish our advantages.

As a long-standing asset to FTCC, the Graphic Design program has weathered economic adversity and technological revolution, and has reinvented itself numerous times. Each test has inspired innovations and appreciable improvements.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

Attachments A: Articulation and Dual Enrollment Documents

FRANKLIN UNIVERSITY - DIGITAL COMMUNICATION
BS Degree Completion Transfer Guide
 122 Semester Credit Hours
 Effective Fall 2002 - Fall 2003

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

PART A - ASSOCIATE'S DEGREE OR EQUIVALENT

To enter the Fayetteville Technical Community College/Franklin University program, you must meet one of the following admissions criteria:

- Associate's Degree in: **or** Other AA, AS, or AAS degree **or** Completion of 60 semester/90 quarter credit hours and a 2.5 GPA

Advertising & Graphic Design
 Business Administration
 -Electronic Commerce
 Internet Technologies

PART B - BRIDGE COURSES

The following courses are required to be taken at Fayetteville Technical Community College if not previously completed.

General Education Bridge

Franklin Competency Requirement

Community College Equivalent

- | | |
|--|--|
| <input type="checkbox"/> English..... | ENG 111 Expository Writing & 112 Argument-Based Research |
| <input type="checkbox"/> Speech..... | COM 120 Interpersonal Communication or 231 Public Speaking or ENG 115 Oral Comm |
| <input type="checkbox"/> Business/Technical Writing..... | BUS 260 Business Communication |
| <input type="checkbox"/> Statistics..... | BUS 228 Business Statistics or MAT 151 Statistics I or 155 Statistical Analysis |
| <input type="checkbox"/> Science Course..... | select from courses in the Science academic discipline at your community college |
| <input type="checkbox"/> Social/Behavioral Science Course..... | select from courses in anthropology, sociology, psychology, history, economics, or political science |
| <input type="checkbox"/> Humanities Course..... | select from courses in the Humanities or History academic disciplines at your community college |
| <input type="checkbox"/> Introduction to Databases..... | CIS 152 Database Concepts & Applications or 54 Database Utilization |
| <input type="checkbox"/> Introduction to Spreadsheets..... | CIS 120 Spreadsheet I |
| <input type="checkbox"/> Intro to Presentational Software..... | CIS 169 Business Presentations |
| <input type="checkbox"/> Gen. Ed Electives (13 sem/20 qtr hrs.)..... | select from non-developmental courses in any general education discipline at your community college |

Digital Communication Bridge

(select one of the following options)

Web Development Track

- | | |
|---|--|
| <input type="checkbox"/> Introduction to UNIX..... | CIS 246 Operating System-UNIX |
| <input type="checkbox"/> Computer Science I..... | CSC 134 C++ Programming & 234 Advanced C++ |
| <input type="checkbox"/> WWW Design & Implementation..... | ITN 160 Principles of Web Design & CSC 160 Intro to Internet Programming |
| <input type="checkbox"/> Marketing..... | MKT 120 Principles of Marketing |
| <input type="checkbox"/> Principles of Graphics Design..... | GRD 141 Graphic Design I |

E-Marketing Track

- | | |
|---|--|
| <input type="checkbox"/> Principles of Finance..... | BUS 225 Business Finance |
| <input type="checkbox"/> Financial Accounting..... | ACC 120 Principles of Accounting I |
| <input type="checkbox"/> Principles of Management..... | BUS 137 Principles of Management |
| <input type="checkbox"/> WWW Design & Implementation..... | ITN 160 Principles of Web Design & CSC 160 Intro to Internet Programming |
| <input type="checkbox"/> Marketing..... | MKT 120 Principles of Marketing |
| <input type="checkbox"/> Principles of Graphics Design..... | GRD 141 Graphic Design I |

Fayetteville Technical Community College

ASSOCIATE VICE PRESIDENT FOR LEARNING TECHNOLOGIES

MEMORANDUM

TO: Dr. Larry B. Norris
President

THRU: Dr. JC Basnight *JCB*
Vice President for Academic and Student Services

FROM: Bob Ervin *BE*
Associate Vice President for Learning Technologies

Ed Jackson *EJ*
Associate Vice President for Curriculum Programs

DATE: March 17, 2003

SUBJECT: Articulation Agreement between FTCC and Franklin University

*Line add all
to Articulation agreement list
and put in file
Need update on all
articulation agreements
for follow up to SAPP to
send to B Copeland to
EJ
OB/24/03*

Franklin University, located in Columbus Ohio, is a member of the eArmyU program offering degrees at a distance for the US Army. Franklin University has developed a plan to offer students an opportunity to apply their associate degree to a Bachelor's degree. This articulation is open to all FTCC students and graduates.

Franklin has proposed an agreement with FTCC leading to seven (7) Bachelor's degrees. A copy of each degree map is attached. The total degree requirement at Franklin is 124 semester hours. A minimum of 40 hours must be taken with Franklin. This means that FTCC students can complete their associate degree and additional hours at FTCC toward their Bachelor's degree. This will range from 8 to 23 hours depending on the AAS degree hours.

The appropriate Dean and Divisional/Department Chair have reviewed each of the proposed degree maps. Their recommendation is that FTCC enter into this articulation agreement with Franklin University.

Request your signature on the articulation agreement as indicated.

Attachment
as

Attachment B: Advisory Committee Minutes

FAGA Advisory Board Minutes May 2, 2014 12:00 p.m. HOS 615

Members present: Victor Forrester (F), Frank Galluccio (F), David Sholter (F), Michael Romagano (F), Lydia Stewart (S), Phoebe Hall (F), Katie Herring (S), Socorro Hernandez-Hinek (F) Dennis Johnson (F)

Members absent: Dudley Cash (F), Clark Craver (Retired Faculty), Silvana Foti (F), Soni Matin (F), Deborah Martin-Mintz (S), Robin Teas (F), Paul Wilson (F)

I. Approval of Minutes:

Sean McDaniel began the meeting by stating that instead of having the committee members read the minutes from last year's meeting he would emphasize the main ideas which are as follows:

- Number of students in the General Fine Arts and the Music Degree Program which had just opened up last fall.
- Dennis Johnson talked about the Theatre, The Glass Menagerie which was directed by Phoebe Hall, plans to take the plays to Fort Bragg and also upcoming children's play.
- Monica Szabo-Neste (Music Adjunct) talked about the difficulties encountered when you start a new program and also the frustration of trying to get everything that you need because you are not equipped to run that program. Sean McDaniel also talked about the difficulty of running a program with part-time people.
- Sean McDaniel talked about the changes in the Graphic Arts and that they are now part of our Division and how that process was initiated. Sean talked about the new computers in the graphic arts labs and the new computers for the Graphic Arts faculty, Dennis Johnson and Charles Lawson.
- Sean McDaniel talked about his proposed promotion as Division Chair which was supported by Dean Hubert.
- There was a discussion regarding dual enrollments with FSU and the progress of proposals. There is one already in place for Visual Arts and we are trying to get one for Drama and Music as well.
- There was a discussion regarding new faculty we need to run the programs and Robin Teas being appointed as the new Gallery Director.
- There was a discussion about the idea of a new Broadcasting and Production Technology Degree. Sean McDaniel also mentioned and that we already have the facilities to run the program and that the community has responded favorable to the idea of this new degree.

Motion was made to approve the minutes. Motion was approved by the committee.

II. Review of Old Business:

A. Discussion of open items

1. FSU Dual Enrollments

The Dual Enrollments or Dual Degrees is pending and has not been exactly resolved. However, everyone agrees that they are needed and we are still working together to help make them happen. The main benefit of dual enrollment is the financial aid issue and that the students can take classes either at FTCC or FSU. One committee member (Lydia Stewart) asked why a student who is enrolled at FTCC would want to take classes at FSU. Sean McDaniel replied because in the case of music classes FTCC doesn't have the facilities for instrumental classes. We could do voice maybe keyboarding but we couldn't do guitar or wind instrumental classes.

Broadcasting and Production Technology Degree

Sean McDaniel has spent the last year completing the paperwork for this program and also making connections for the degree. These connections include people who represent Cumulus, Beasley, and Mid-South Sports. To give an example of how this would work Sean McDaniel said that Mid-South Sports broadcast the local high school games. We would partner with them and could actually broadcast games through radio and television. This is beneficial to the companies because they would get FTCC interns - students that they would train to do a lot of the work. The companies could also expand more because they would have more visibility and open up more opportunities. A committee member asked the question that if members of the community could establish some type of collaboration would they be able to get events videotaped. Sean responded that was correct. He stressed that it would be open to anybody which is the whole point. He further explained that we are training students to work in the industry. It benefits the student to do more variety of work because of the additional experience they would receive. Committee member asked that if an event is videotaped is this live or is this something that goes on a production schedule. Sean McDaniel responded that it would depend on the event and the availability. Committee member asked about the status of the program. Sean responded that the paperwork has been submitted and that he has received many letters of support for the program. If the paperwork has been done correctly it will be sent to Raleigh for their approval. The target date to open the program is Fall 2015.

B. Review of status of action items

1. New Music Faculty

We have just recently hired Daniel Pappas as a full-time music instructor. Sean McDaniel explained that Beth Black was here for 30 years teaching full-time. However, she only taught music appreciation and a few music history classes – never applied music or music theory classes. When Ms. Black retired two years ago Sean used her vacant position to hire Chuck Lawson who taught visual arts classes. However, Chuck Lawson will be leaving - will not return in the fall because his wife got a new position in Pennsylvania. Sean McDaniel mentioned that Tom Morley who taught Philosophy classes passed away last year which meant that position opened up and Sean is able to use Mr. Morley's position to hire a full-time art instructor.

2. Department Chair Status

Sean McDaniel's status as Department Chair not Division Chair has not changed.

III. Discussion of new business

A. Open Discussion

1. Current number of Fine Arts Students

Sean McDaniel explained that the General Fine Arts program is when you get a little bit of everything – student does not want to concentrate in one particular area such as dance or music. Also, this program is one that doesn't have pre-requisites which has benefited the program. Sean said that the counselors are the ones who put students in the program. A student says that they want to learn how to paint the counselor will automatically put them in the General Fine Arts Program. Sean also further explained that the number of 54 is not correct –about 27 could be in the Visual Arts Program.

2. **Drama Program** The Drama Program has 39 students and that is almost double of what it was last year.

3. **Music Program** – The Music Program has 21 which are outstanding.

4. **Graphic Arts** Sean McDaniel doesn't have the numbers of Graphic Arts students listed but it is approximately 120.

5. **Gallery** Sean McDaniel explained that Robin Teas is not here today because she is at a workshop. He commented that she runs the Gallery and that they have had very good shows. We just recently had a glass show which was outstanding and currently there is a faculty show. David Sholter, Graphic Arts Instructor, has been doing the posters for the shows.

6. **The Theatre** The Auditorium has been renovated and now has a color scheme (not random anymore) and seats have been updated. There is the same number of seats but the way they are arranged has provided more stage space. Also, there is an area now designated for the orchestra for when we have musicals.

7. **The CAA changes** – Sean McDaniel commented that this is where the UNC system gets together and decides what we can teach and can't teach. He further explained that what is hurting us is that they decided that there were certain classes they would qualify for a humanities and fine arts requirement which is almost on every degree program that we have at FTCC. They decided that Art Appreciation and Art History I and II, Music Appreciation and another Music History class are the only Humanities and Fine Arts classes that are included. This means that no Humanities classes, no drama classes and almost every art class are not included. Committee member (Lydia Stewart) asked about the Dance Appreciation class. Sean McDaniel responded that the Dance Appreciation class is safe because he put that on the General Fine Arts program as a requirement. These changes deal with the Associate in Arts and Associate in Science. Sean McDaniel commented that they have completely eliminated some classes such as Wood Design Two and Museum studies which we have never taught at FTCC. However, they eliminated Portfolio Resume which should be our capstone in Visual Arts and also Women in Art History. Sean McDaniel also said that these changes have applied to the other degrees but the AFA degrees will be addressed sometime in the fall and that he has requested to be on that state committee.

Meeting was adjourned at 1:00 p.m.

The date and time for next meeting has not been determined at this time.

Attachments C: Faculty Professional Development

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: DAVID R SHOLTER **FACULTY**
 Job Title: INSTRUCTOR (30 hours required annually)
 Department: ADVERTISING AND GRAPHIC DESIGN **STAFF**
 Reporting Period: THRU FEB/2012 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
LEAD ADVISOR FTCC NTHS	02/23/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 50		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
CREATED INSTRUCTIONAL VIDEO FOR GRD 263 COURSE	06/15/2011	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 6		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
CORE TRAINING CS4 VISUAL COMMUNICATIONS	05/01/2011	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 21		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ADOBE CS5 WEBINAR REVIEW	01/06/2012	<input checked="" type="checkbox"/> On <input checked="" type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
MEMBER TECHNOLOGY COMMITTEE	/ /	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 8		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPPORT STUDENT DESIGN SHOW: DOGWOOD FESTIVAL	04/ / 2011	<input type="checkbox"/> On <input type="checkbox"/> Off 5		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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Subtotal Page 1		90		

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: DAVID R SHOLTER **FACULTY** (30 hours required annually)
 Job Title: INSTRUCTOR
 Department: ADVERTISING AND GRAPHIC DESIGN **STAFF** (12 hours required annually)
 Reporting Period: THRU MARCH/2013

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
LEAD ADVISOR FTCC NTHS	03/07/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 50		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
PEACHPIT INSTRUCTIONAL SERIES:INDESIGN	07/15/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 21		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
CORE TRAINING CS6 VISUAL COMMUNICATIONS	05/01/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ADOBE CS6 WEBINAR REVIEW	01/06/2013	<input checked="" type="checkbox"/> On <input checked="" type="checkbox"/> Off 3		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPPORT STUDENT DESIGN SHOW: DOGWOOD FESTIVAL	04/ /2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 5		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
/ /	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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/ /	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Subtotal Page 1		84		

Name: Victor Forrester

Program: Advertising & Graphic Design A30100

Title of Course/Program/Conference	Date	Number of Contact Hours	Was this program on campus or off campus?	Did this program provide recognized continuing education credit? If so, how much?	Did you present this event?
Interactive Activities w/ Clickers	10/13/10	.5	On	No	No
Portfolio Organization	10/13/10	.5	On	No	No
Podcasting	10/13/10	.5	On	No	No
Blackboard to Lighten Load	10/13/10	.5	On	No	No
Using Social Media in Class	10/13/10	.5	On	No	No
IPASS – Advisory/Design	09/01/10	15	On	No	No
Sandhills Heart Walk Activities	10/09/10	4	Off	No	No
United Way Campaign w/ Eldon Meacham	10/13/10	5	On	No	No
Instructional Think Tank	10/01/10	2	On	No	No
FTCC Campus Tours	11/04/10	1	On	No	No
CCA Parent Night	3/10	3	On	No	No
Senior Port Folio Show	04/16/10	5	Off	No	No
	Total hrs	37.5			

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: VICTOR FORRESTER **FACULTY** (30 hours required annually)
 Job Title: INSTRUCTOR
 Department: ADVERTISING AND GRAPHIC DESIGN **STAFF** (12 hours required annually)
 Reporting Period: THRU MARCH/2013

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
INSTRUCTIONAL THINK TANK COMMITTEE MEETING	10/23/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK COMMITTEE MEETING w/ KENDALL	11/15/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
FTCC AD CLUB SUPERVISOR/FOOD SALE/FALL FESTIVAL	10/01/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK NEWS LETTER	10/25/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 6		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
FTCC AD CLUB SUPERVISOR/FOOD SALES/SPRING FLING	02/20/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPPORT STUDENT DESIGN SHOW: DOGWOOD FESTIVAL	04/11/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK PHOTOGRAPHY	11/19/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ELEMENTARY BEHAVIOR PRINCIPLES WEBINAR	08/16/2012	<input type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
HIGH SCHOOLS CONNECTIONS TOUR	10/30/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
HIGH SCHOOLS CONNECTIONS OPEN HOUSE	02/ /2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SUPERVISORY MEETING	12/06/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INSTRUCTIONAL THINK TANK COMMITTEE MEETING	01/29/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
SCD CONFERENCE MEETING w/ DEAN	02/19/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
MEETING w/ LONNIE GRIFFIN ON PROMOTIONAL	02/19/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off .5		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
APP MAN IPAD BASICS WEBINAR	03/01/2013	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
CENGAGE.BRAIN.COM TUTORIAL/INSTRUCTOR TRAINING CS6	01/05/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 4		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
ADVERTISING & GRAPHIC DESIGN CHAIR DUTIES ...	09/ /2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OVER THE YEAR - STARTING 09/12 TO 03/13	03/ /2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 100+		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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Subtotal Page 1		133		

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: Frank Galluccio **FACULTY**
 Job Title: Faculty (30 hours required annually)
 Department: Advertising & Graphic Design **STAFF**
 Reporting Period: Spring 2012 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

These are primarily activities considered to be continuing professional education related to one's career field. They also indicate how the individual relates their career field to supporting the larger academic community. These activities can include the preparation of articles and books; attending or presenting at conferences, seminars, webinars, and workshops; membership in professional organizations; holding office in professional and academic organizations; and/or attaining educational advancement.

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
WORLD VIEW - Globalizing the Community College Curriculum	2/8/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 10		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/11/2012	<input checked="" type="checkbox"/> On 5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/2/2012	<input checked="" type="checkbox"/> On 4 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/5/2012	<input type="checkbox"/> On 6 <input checked="" type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/6/2012	<input checked="" type="checkbox"/> On 4.5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prepare for WORLD VIEW presentation	2/7/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 6.5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Student Appeals Community <i>Committee</i>	10/5/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Student Appeals Community <i>Committee</i>	2/15/2012	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Online Standards Workshop	1/9/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Division Meeting	1/11/2012	<input checked="" type="checkbox"/> On 2.5 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Online training courses (on-going)	2/12/2012	<input checked="" type="checkbox"/> On 22 <input checked="" type="checkbox"/> Off 12		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
/ /		<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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Subtotal Page 1		78.5		

Attachment D: United States Department of Labor: projected graphic design growth

The screenshot shows the top navigation bar of the Bureau of Labor Statistics website, including the logo and the text "UNITED STATES DEPARTMENT OF LABOR" and "BUREAU OF LABOR STATISTICS". Below this is a dark red navigation menu with links for Home, Subjects, Data Tools, Publications, Economic Releases, and Studies. A secondary navigation bar contains links for OOH HOME, OCCUPATION FINDER, OOH FAQ, OOH GLOSSARY, A-Z INDEX, and OOH SITE MAP. The main heading is "OCCUPATIONAL OUTLOOK HANDBOOK" in large white letters on a dark blue background. Below this, the breadcrumb "Arts and Design >" is followed by the title "Graphic Designers". A horizontal menu below the title includes tabs for Summary, What They Do, Work Environment, How to Become One, Pay, and Job Outlook. The "Summary" tab is selected, and the page content begins with the heading "Summary" in a large, bold, red font. Below the heading is a table titled "Quick Facts: Graphic Designers" with seven rows of data.

UNITED STATES DEPARTMENT OF LABOR A to Z

BUREAU OF LABOR STATISTICS

Home ▾ Subjects ▾ Data Tools ▾ Publications ▾ Economic Releases ▾ Studies ▾

OOH HOME | OCCUPATION FINDER | OOH FAQ | OOH GLOSSARY | A-Z INDEX | OOH SITE MAP

OCCUPATIONAL OUTLOOK HANDBOOK

Arts and Design >

Graphic Designers

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook

Summary

Quick Facts: Graphic Designers	
2012 Median Pay ?	\$44,150 per year \$21.22 per hour
Entry-Level Education ?	Bachelor's degree
Work Experience in a Related Occupation ?	None
On-the-job Training ?	None
Number of Jobs, 2012 ?	259,500
Job Outlook, 2012-22 ?	7% (Slower than average)
Employment Change, 2012-22 ?	17,400

Attachments F: Constituency Satisfaction Surveys

Advertising & Graphic Design Degree Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 11 Respondents	2010 3 Respondents	2011 11 Respondents	2012 9 Respondents	2013 4 Respondents
1. Quality of instruction in program area courses	90.9%	100%	90.9%	88.9%	100%
2. Quality of instruction in other courses	90.9%	100%	90.9%	88.9%	100%
3. Overall quality of academic program	90.9%	100%	81.8%	77.8%	100%
4. Quality of Academic Advising (Faculty Academic Advising)	90.9%	100%	100%	87.5%	75%
5. Quality of Admissions (entering College)	90.9%	100%	100%	87.5%	75%
6. Quality of Registration Process	90.9%	66.7%	90.9%	66.7%	100%
7. Quality of One Stop Shop	***	***	***	75%	50%
8. Quality of WebAdvisor	90.9%	66.7%	90.9%	88.9%	100%
9. Counseling Information Desk – Lobby of Student Center	90.9%	66.7%	90%	83.3%	100%
10. Quality of Financial Aid Services	88.9%	50%	80%	85.7%	50%
11. Quality of Counseling Services	90%	100%	88.9%	100%	100%
12. Quality of Student Activities	90.9%	100%	90%	100%	100%
13. Quality of Campus Security	90.9%	100%	80%	85.7%	100%
14. Quality of Cashiering Services (Administration Building)	90.9%	100%	81.8%	100%	100%
15. Quality of Success Center Services and Resources	81.8%	100%	100%	100%	100%
16. Quality of Career Center Services	90.9%	100%	100%	100%	100%
17. Quality of Media Services	90.9%	66.7%	100%	85.7%	100%
18. Quality of the Library	90.9%	100%	90.9%	87.5%	100%
19. Quality of Internet Access/Computing Services	90.9%	66.7%	100%	77.8%	100%
20. Quality of Blackboard System for online class	90.9%	66.7%	81.8%	77.8%	100%

delivery					
21. Overall quality of the College	90.9%	100%	72.7%	100%	100%
Average Satisfaction Rate	1806/20 = 90.3%	1750/20 = 87.5%	1801.5/20 = 90.07%	1844.7/21 = 87.84%	1950/21 = 92.85%

***Questions were not asked

Job Placement Rates for Advertising & Graphic Design Degree

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 <u>in</u> 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	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	*	*	*	*	*	*	*	*	*	*	*	*	*
2011	*	*	*	*	*	*	*	*	*	*	*	*	*
2012	11	0	0	8	3	3	100%	0	66.7%	33.3%	33.3%	0	***
2013	8	1	0	0	7	5	71.4%	2	100%	0%	40%	1	\$17,000

*No respondents
 ***No reported salary

Advertising & Graphic Design Degree Comparison Chart Employer Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 6 Respondents	2013 2 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%	*	100%	100%	100%
b) Specific job-related skills	100%	*	100%	100%	100%
c) Oral communication skills	(-100%)	*	100%	100%	100%
d) Written communication skills	100%	*	100%	100%	100%
e) Problem solving skills	100%	*	100%	100%	100%
f) Organization and planning	(-100%)	*	(-100%)	(-100%)	100%
g) Quality of work	100%	*	100%	100%	100%
h) Overall job preparation	100%	*	100%	100%	100%
i) Socialization skills	***	*	(-100%)	(-100%)	100%
j) Quantitative skills	***	*	100%	100%	100%
k) Computer skills	***	*	100%	100%	100%
2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?	100%	*	100%	100%	100%
Average Satisfaction Rates	700/12 = 77.7%	*	1000/12 = 83.33%	1000/12 = 83.33%	1200/12 = 100%

*No respondents

***Questions were not asked

Advertising & Graphic Design Degree Core Competencies Questions

*No respondents

QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 11 Respondents	2012 1 Respondents	2013 4 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100%	100%	100%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	100%	100%	100%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100%	100%	100%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100%	100%	100%
4e. I consider myself to be computer literate.	*	*	100%	100%	100%

Advertising & Graphic Design/Digital Graphics Certificate Comparison Chart Alumni Graduate Survey					
QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 4 Respondents	2013 2 Respondents
1. Quality of instruction in program area courses	*	*	100%	100%	100%
2. Quality of instruction in other courses	*	*	100%	75%	100%
3. Overall quality of academic program	*	*	100%	100%	100%
4. Quality of Academic Advising (Faculty Academic Advising)	*	*	100%	100%	50%
5. Quality of Admissions (entering College)	*	*	100%	100%	50%
6. Quality of Registration Process	*	*	100%	75%	100%
7. Quality of One Stop Shop	*	*	***	75%	50%
8. Quality of WebAdvisor	*	*	100%	75%	100%
9. Counseling Information Desk – Lobby of Student Center	*	*	100%	75%	100%
10. Quality of Financial Aid Services	*	*	100%	75%	50%
11. Quality of Counseling Services	*	*	100%	100%	100%
12. Quality of Student Activities	*	*	100%	100%	100%
13. Quality of Campus Security	*	*	100%	100%	100%
14. Quality of Cashiering Services (Administration Building)	*	*	100%	100%	50%
15. Quality of Success Center Services and Resources	*	*	100%	100%	100%
16. Quality of Career Center Services	*	*	100%	100%	100%
17. Quality of Media Services	*	*	100%	100%	100%
18. Quality of the Library	*	*	100%	100%	50%
19. Quality of Internet Access/Computing Services	*	*	100%	100%	50%
20. Quality of Blackboard	*	*	100%	75%	100%

System for online class delivery					
21. Overall quality of the College	*	*	100%	100%	100%
Average Satisfaction Rate	*	*	2000/20 = 100%	1925/21 = 91.66%	1750/21 = 83.33%

***Questions were not asked

*No respondents

Job Placement Rates for Advertising & Graphic Design/Digital Graphics Certificate

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 <u>in</u> 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	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	*	*	*	*	*	*	*	*	*	*	*	*	*
2011	*	*	*	*	*	*	*	*	*	*	*	*	*
2012	7	0	0	5	2	2	100%	0	50%	50%	0%	0	***
2013	8	1	0	0	7	5	71.4%	2	80%	20%	40%	1	\$17,000

*No respondents
 ***No reported salary

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

*No respondents

Advertising & Graphic Design/Digital Graphics Certificate Core Competencies Questions

QUESTIONS	2009 0 Respondents	2010 0 Respondents	2011 1 Respondents	2012 4 Respondents	2013 2 Respondents
4a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.	*	*	100%	100%	100%
4b. I feel confident in my ability to think critically when analyzing problems and making decisions.	*	*	100%	100%	100%
4c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.	*	*	100%	100%	100%
4d. I feel confident in my ability to use and process quantitative information.	*	*	100%	100%	100%
4e. I consider myself to be computer literate.	*	*	100%	100%	100%

*No respondents

Fayetteville Technical Community College
Agenda from Fine Arts Advisory Board Meeting
17 April 2015 (12:30-2:00) HOS615

In Attendance:

Austin, Katharine
Galluccio, Frank
Griffin, Lonnie
Hernandez-Hinek, Socorro
Herring, Katie
Jackson, Antonio
Johnson, Dennis
Martin, Soni
Martin-Mintz-Deborah
Pappas, Daniel
Pryer, Lynn

1. Welcome – Antonio Jackson, Dean of Humanities, 12:30pm
Welcome and luncheon.
2. Changes in Departments
Sean transitioned and we are hiring an art instructor and department chair in the next few weeks.
3. Transfer Data Presented
 - FTCC students transferred to UNC school systems with an average 3.01 GPA
 - Students are required to have a GPA of 2.5 to be admitted to FSU
 - FSU and UNC Pembroke are the 2 main transfer institutions
4. Retention Data
Brief presentation and explanation of AFA retention data sheets.
5. Program Updates
 - Enrollment
 - AFA-49
 - Visual-Art 19
 - Drama-31
 - Music-24
 - Graphic-95
 - The Art Gallery
 - Robin Teas
 - Review of 5 gallery exhibitions
 - Gallery focus is to enhance educational aspects of showing 2D/3D work.

- Extra elements include artist lectures and class tours
- Music
 - Daniel Pappas
 - Introduction and explanation of program
 - New keyboard lab installed on campus
 - New ensemble course established
 - Hiring music adjuncts, face-to-face, in process
 - Private lessons planned for the future
 - High school recruitment plans for the future
- Drama
 - Dennis Johnson
 - Review of 4 student performances
 - Hiring of drama adjuncts, in process
 - Goal for FTCC students to complete internships at Gilbert theater in the future
 - Adding two more classes to degree
- Graphic Arts
 - Frank Galluchio
 - Portfolio reviews of 2nd year student downtown festival, April 25
- 6. General Discussion
 - Inquiry of AFA department chair coordinator in the next few weeks
 - Internal department chair search
 - National Art instructor position
 - Recommendation (from Advisory Board Members) on future directions for FTCC to consider improving program and transferal process.
 - FSU considers FTCC transfer students as well prepared and focused in foundation courses.
 - Goal for FSU and FTCC to build easier contact communication efforts for advising purposes.
 - Antonio Jackson, FTCC contact representative for FSU
 - FSU to provide clearly course transfer information to allow FTCC advisors to register students more effectively.
- 7. Concluding remarks and questions/answers period
 - FSU Art changes in program
 - No longer includes 'tracks'
 - Now includes Studio Degree and Digital Degree
 - Launch of website with new information in process
 - Next meeting set for October 9th, 2015
- 8. Adjourned 2:30

Fayetteville Technical Community College

2014-2015 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
2014-2015 End of Year Report**

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<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>Through advertisement, tabloid and bi-weekly ads the College has continued to increase enrollments to meet the needs of the community. (Curriculum and Continuing Education)</p> <p>Business Services conducted five presentations for Cosmetic Arts programs at Tallywood, three presentations to High School Group Counselors, and three presentations at ESC for the Barber program. (Continuing Education)</p> <p>College and Career Readiness advertised through numerous mediums: utilized city transit to post ads for four months for ESL, HSE, and AHS programs; advertised through the FRG at Fort Bragg; posted information on digital billboards throughout Cumberland County; set up displays at local job fairs and community events; attended public school open houses; advertised in the Fayetteville Observer; and provided local businesses and organizations with recruitment boxes that have flyers for CCR in them throughout the service area. (Continuing Education)</p> <p>Participated in Open Houses, high-school tours, Division Orientations, HACS sessions, and International Folk Festival-Volunteer Food Station. (Curriculum)</p> <p>Presented Capstones for Business Administration at the NCCCS Conference. (Curriculum)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Presented at the AEOP District 9 Professional Development Day on the subject of retirement planning. (Curriculum)</p> <p>Released an article advertising FTCC's six new Accounting Certificate Programs published in the June 24-30, 2015 edition of "Up & Coming Weekly" magazine. (Curriculum)</p> <p>Promoted the College's role in the Innovation Fund NC with an information booth and a workshop presentation at the NCMBC Defense Trade Show. Provided attendees with purpose and mission statement of the IFNC, as well as the dates for upcoming funding cycles and criteria for applications. Gained exposure for FTCC and the IFNC to nearly 1000 trade show attendees. (Economic Development)</p> <p>Provided best practice presentation entitled <i>Soft Skills/Call Center Training</i> at the Southeastern Region 4 Meeting of the NCWorks Customized Training Program. (Economic Development)</p> <p>Represented in a 1/2 page advertisement in "Business North Carolina's Economic Development Guide" to increase top-of-mind exposure for FTCC and the Customized Training Program to attract international site selector consultants and companies considering relocation. (Economic Development)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<ol style="list-style-type: none"> 1) FTCC Press Releases – 20 postings. 2) Facebook Releases – currently 220 posting with likes increasing from 3,500 to over 5,200. 3) Twitter Releases – currently 220+ postings with followers increasing from 222 to 553. 4) LinkedIn – currently 1,800 followers on company page and 9,400 followers on the college page. 5) Blog – currently 15 posting with 25 followers. 6) Instagram – currently 42 photos with 95 followers. 7) Google+ - currently 8,700 views with 32 followers 8) YouTube – currently 130 subscribers. 9) There are currently 17 program area facebook sites monitored and administered by the FTCC Marketing & Public Relations Office. 10) Facilitated Digital Media campaign with the Fayetteville Observer for July 2014 – June 2015. The campaign involved four (4) major components: <ol style="list-style-type: none"> A) FO Weather Button <ol style="list-style-type: none"> 1- 1.1 Million impressions per month B) Home Page Advertising <ol style="list-style-type: none"> 1- 290,000 impressions per month 2- 3.5 million impressions per year 3- 5.4% click-through rate C) Geo Fence Fort Bragg / Pope <ol style="list-style-type: none"> 1- 111,000+ impressions monthly 2- .39% click-through rate for “Register Now for

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p style="text-align: center;">Summer Classes” ad</p> <p style="text-align: center;">3- This campaign is planned to be expanded nationally to target 20 military installation identified by Dave Brand</p> <p style="text-align: center;">D) Affiliate Advanced Audience Targeting/Retargeting</p> <p style="text-align: center;">1- Targeted zip code for active duty military and veteran education seekers, key word seekers, and retargeting</p> <p style="text-align: center;">2- 150,000 impressions monthly</p> <p style="text-align: center;">3- 5.09% click-through rate</p> <p style="text-align: center;">E) Affiliate Mobile Network</p> <p style="text-align: center;">1- Targeted Fort Bragg / Pope users</p> <p style="text-align: center;">2- 40,000 impressions monthly</p> <p style="text-align: center;">3- 2.84% click-through rate</p> <p>(Marketing/PR)</p> <p>Student Learning Center instructors visited 143 classes and made contact with 2224 students to inform them about the resources available to them in the Student Learning Center. (Student Learning Center/Library)</p> <p>Librarians conducted 65 face-to-face library instruction sessions, serving 1299 students to teach them how to effectively utilize library resources. (Student Learning Center/Library)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Admissions Office - Created and disseminated regular updates of testing and test prep materials and held professional development sessions on testing changes.</p> <p>High School - High School Connections provided 15 presentations on our operations, including a parent night at most high schools, as well as attending college/career fairs, scheduling events, etc. (Student Services)</p> <p>Media Services produced public relations, marketing, promotional and informative media to inform and educate students, faculty, staff and citizens in the College's service area. Media Services produced forty-three videos or photo projects, forty-four television shows and four PSAs and provided thousands of photos to promote the College to various departments across the College. (Technology)</p>
1.2 Use the Educational TV channel to provide timely information/programming to the community (2)	<p>College and Career Readiness used the FTCC TV channel to provide informational programs: FTCC and You and Punto de Encuentro; and the educational program, Coffee and English. (Continuing Education)</p> <p>The release of the TV commercial for advertising continuing education programs such as EMS, Fire, and CNA has been viewed by many and increased public awareness of educational opportunities at the College. (Continuing Education)</p> <p>CC - C-STEP students participated in State of the College video and 2 C-STEP articles were written for <i>Up and</i></p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p><i>Coming</i> magazine focusing upon recent C-STEP student successes (Student Services)</p> <p>Media Services production staff produced five monthly programs in the FCE-TV studio including two Cumberland County programs which promoted our region: “Cumberland Matters,” a series of PSAs for Cumberland County, and two FTCC education programs that promoted the College included “<i>FTCC and You</i>”, one in Spanish and another version in English, “<i>Punto de Encuentro</i>,” and “<i>Get Connected</i>” in partnership with Cumberland County Schools”. (Technology)</p> <p>Media services added several productions to FCE-TV: The FTCC 2015 Graduation Ceremony at the Crown Coliseum, 2015 State of the College, two Cape Fear Botanical Garden videos, Bookstore Promotional video, 2015 Military Tribute, Nepal Relief, currently working on State of the College 2015, I-CAR promotional and training pieces, and “Protect Yourself, Protect Others” Title IX Compliance video. (Technology)</p>
1.3 Partner with community organizations to connect students to potential employers (3)	Continuing Education EMS departments have partnerships with Cape Fear Valley Hospital, Cumberland County EMS and service area health offices to meet the growing demand for highly trained and skilled employees. (Continuing Education)

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>The Community Services/Extension department is in partnership with Career Step offered optional internships with CVS/Walgreens and connected students with job postings and referrals upon their completion of the following programs:</p> <ul style="list-style-type: none"> -<i>Online Medical Transcription Editor,</i> -<i>Online Medical In/Outpatient Coding,</i> -<i>Online Medical Billing,</i> -<i>Health Information Technology,</i> -<i>Electronic Health Records Office Professional,</i> -<i>Online Computer Technician,</i> -<i>Working in the Pharmacy,</i> -<i>ICD-10 Fast Track for Professional Coders</i> <p>Business Services expanded discussions with local barber shops and salons reference post-graduate hiring of barbers, therapeutic massage, esthetics and manicuring graduates. Met with high school principals, counselors, CEED, ASPIRE and Social Services. Distributed flyers throughout the county to local employers and agencies.</p> <p>(Continuing Education)</p> <p>Industry Training partnered with Workforce Development and the Employment Security Commission of NC.</p> <p>(Continuing Education)</p> <p>College and Career Readiness has partnered this year with Vocational Rehabilitation, Vision Resource Center, and</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Services for the Blind. (Continuing Education)</p> <p>Job fairs with Womack held @FTCC. (Curriculum)</p> <p>Provided a paralegal reception at the Cumberland County Courthouse. (Curriculum)</p> <p>Attended various Chamber of Commerce functions. (Curriculum)</p> <p>Provided the Career Center director with research notes and resources related to the operations, structure, staffing and services provided at benchmarked career and placement centers to help shape our Job Center's organization, programs and services to increase graduate placement and student work-based learning opportunities. (Economic Development)</p> <p>Provided the Career Center director with job announcements from employers like Caterpillar and Goodyear. (Economic Development)</p> <p>CC - Provided 174 job vacancy announcements from potential employees to department for student employment</p> <p>CC - networked with (27) potential FTCC student employees to advertise job notices (Student Services)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>FTCC partners with Cumberland County, Cumberland County Schools, UNC Pembroke, FSU and the Cape Fear Botanical Garden to provide educational and informative programming for students and the community. (Technology)</p>
<p>1.4 Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)</p>	<p>The Small Business Center received a grant from Wells Fargo to support the Youth Entrepreneurship Camp. (Continuing Education)</p> <p>New scholarships developed by Mammography program. (Curriculum)</p> <p>CC - Completed recruitment of high school and college students for C-STEP program- emphasizing Carolina Covenant (Student Services)</p> <p>CC - Designed and advertised university flyers for representatives and their campus visits to recruit (14) (Student Services)</p> <p>CC – Coordinator visit from UNC-CH FA office and Carolina Covenant to facilitate future student funding process. (Student Services)</p> <p>Technical Innovations and Applications obtained NCCCS Virtual Learning Community (VLC) grant of \$100,000 and partnered with other VLC Centers to obtain \$200,000 2+2 funds. All funds expended to serve student instructional</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	needs. (Technology)
1.5 Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)	Continuing Education EMT-Basic and Paramedic pass rates are measured with paramedic pass rates of 97% and EMT-Basic 83% for 2013-2014. (Continuing Education)
1.6 Monitor contractor's performance providing Adult and Dislocated Worker Program and Youth Program services to residents of Cumberland County. (4)	Services provided by the contractor were tripled over the past year in both the Dislocated Worker Program and the Youth Program. Contracts were extended for another year. (HR/WFD/IE)
1.7 Reduce the number of students testing into developmental classes. (1, 2)	<p>Implemented Multiple Measures of Placement (Curriculum)</p> <p>Provided one-on-one tutoring and online resources to help students raise their Accuplacer scores. (Student Learning Center/Library)</p> <p>AO - Test preparation and practice information is provided to all students.</p> <p>AO - Created test prep booklet as well as easy reference strips guiding students to test prep sites and practice tests.</p> <p>WO - Test preparation and practice information is provided to all students. The 13% of students who took a practice test placed into College Algebra whereas only 9% of students who did not practice placed into College Algebra. Students who did not take a practice assessment the first</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>time they tested increased their retest scores and placed into College Algebra at a 22% rate when participated in a practice test intervention prior to retesting, whereas students who did not practice prior to retesting placed into College Algebra only 9% of the time. (Student Services)</p> <p>Technical Innovations and Applications maintained 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. (Technology)</p>
<p>1.8 Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)</p>	<p>All Continuing Education classes were administered end-of-course student evaluations for both traditional and distance learning courses. Evaluation forms were updated upon the need. At the end of each course students are required to evaluate the course and the instructor. (Curriculum and Continuing Education)</p> <p>Survey results were analyzed and used for ongoing improvement activities by department chairs, division chairs, and deans to supplement program reviews as part of the annual assessment processes and related program and accreditation reports. (Curriculum)</p> <p>All students enrolled in courses were encouraged several times to complete course evaluations every semester resulting in increased survey completions. (Curriculum and Continuing Education)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>The Institutional Effectiveness Department administered the Instructor Course Evaluations during the Fall 2014 and Spring 2015 terms, tabulated the results, and delivered them to Curriculum and Continuing Education supervisors. (Human Resources/Institutional Effectiveness)</p> <p>Implemented a survey for student satisfaction in the Student Learning Center (administered through Survey Monkey). Results were analyzed to formulate ongoing improvements in processes and procedures. (Student Learning Center/Library)</p> <p>AO - Evaluated transcripts and test scores and entered waivers where applicable.</p> <p>HS - High School Connections administered an informal exit survey this year and received very positive remarks from students (reflecting positive reactions to recent changes in processes and procedures as part of the annual assessment process). (Student Services)</p>
<p>1.9 Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5, 6)</p>	<p>The Institutional Effectiveness Department administered the non-returning student survey and tabulated the results. Copies of the results were released to senior leadership of the College for further analysis and use of data in future improvement activities. (Human Resources/Institutional Effectiveness)</p>

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>1.10 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)</p>	<p>The EMS department used the results of the annual graduate surveys to document and submit findings to COAMPS Accreditation for National Registry Paramedic. (Continuing Education)</p> <p>College and Career Readiness administers CCR Graduate Surveys for HSE and AHS Graduates and have analyzed those results for ongoing adjustments to processes and procedures. (Continuing Education)</p> <p>FTCC survey and individual program-specific accreditation graduate surveys utilized by curriculum and continuing education departments throughout the year. (Curriculum)</p> <p>The Institutional Effectiveness Department administered the Graduate Survey and tabulated the results which were released to senior leaders across the College. (Human Resources/Institutional Effectiveness)</p>
<p>1.11 Improve assessment plans with document evidence of outcomes. (1)</p>	<p>The Continuing Education EMS department conducted annual assessment plans with Paramedic program WEAVEonline© and COAMPS accreditation for National Registry Paramedic. (Continuing Education)</p> <p>The Community Services/Extension area, amended the WEAVEonline© Assessment process to incorporate additional classes including Occupational Effective Teaching Training, Human Resources Development,</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Motorcycle Basic Rider Course, and Personal Interest Auto Dealer's classes. (Continuing Education)</p> <p>WEAVEonline© online is used across the College and has become an integral part of the ongoing improvement processes based upon department use of findings, to create action plans, and measure improvement activities during implementation phases. (All Program and Service Areas of the College)</p> <p>Health Program departments have developed formal, written Curriculum Management Plans, that includes areas of assessment/sources of documentation. (Curriculum)</p> <p>To improve annual assessment activities, the curriculum math and science departments revised MAT 171, MAT 143, BIO 111, and CHM 151 course objectives, assessment objectives, and rubrics. (Curriculum)</p> <p>The Academic and Student Services Division reviewed assessment plans for all division entities as part of an expanded internal review process using WEAVEonline©. The verification of completed assessments was conducted to ensure that each assessment plan component was completed accurately and included attached supported documentation. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Assessment plans were developed and implemented to improve efficiency across Plant Operations. (Plant Operations)</p> <p>AO – Offered full service follow up with testers to inform testers of remaining steps and assisting them in completing these steps. In the process many registrations have been completed in shorter time. (Student Services)</p>
<p>1.12 Create and administer a professional development program to support academic quality for student success. (1-6)</p>	<p>EMS department conducted instructor training and precepting courses for EMS instructors to improve courses and quality of instruction. (Continuing Education)</p> <p>Business Services provided a 5-hour Funeral Service CE training class each year for all NC Funeral Service licensees. (Continuing Education)</p> <p>College and Career Readiness instructors participated in the NCCCS professional development certificate program, with one staff member teaching in the program. Achievements as a result of the training: Core Certificates – 14 completed and 57 partial; ESOL Specialty – 3 completed and 9 partial; Adult Secondary Education Specialty – 3 completed and 3 partial; 2 STAR Reading Specialty completed; and 10 Certified Resource Specialists; CASAS Implementation Training. (Continuing Education)</p> <p>An online professional development course for Bloodborne</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Pathogens was created to allow annual training for distance education faculty and staff. (Curriculum)</p> <p>Offered professional development workshops on Technology Integration Initiatives and teaching content appropriate for new courses that faculty wish to add to the combined course library. (Curriculum)</p> <p>Faculty, staff and administrators attended professional development sessions to improve departmental influences in College statistical performance reports in the “NCCCS Performance Measures”. (Institutional Effectiveness and Economic Development)</p> <p>The Institutional Effectiveness Office offered professional development sessions regarding Data Driven Change, North Carolina Performance Measures for Student Success, and Best Practices for Using WEAVEonline© online to influence and measure student success. (Human Resources/Institutional Effectiveness)</p> <p>AO - Held professional development sessions to enhance knowledge and reinforcement that staff were using the same processes and procedures in testing and ID Card management.</p> <p>Assisted ACA 122 classes with administration of career</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>assessment to support success- career and college transfer advisement</p> <p>Counseled and reviewed academic mid-term reports for members of Parents for Higher Education (PFHE) population (all members)</p> <p>CC - Counseled and reviewed academic mid-term reports for all C-STEP cohort of students</p> <p>CC - Coordinated 2 UNC-CH academic advising sessions for C-STEP students</p> <p>CC - Coordinated and facilitated a C-STEP orientation for each cohort group (high school) and (college) for student success. Focus for student success included: personality assessments, time management, study skill techniques and weekly grade review evaluations</p> <p>CC - Received and followed-up with 462 students referred by instructors for career redirection, crisis intervention, assessment and academic issues</p> <p>CC - Continued community facilitation for PFHE presentations from community agencies to foster academic and parental success (20) sessions</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>CC - Continued community facilitation for PFHE group and workshops 74 groups</p> <p>CC - Continued implantation of weekly individualized advisement sessions and monthly group facilitation of C-STEP cohorts for academic success of group 964</p> <p>CC - Completed 122 career assessments (individuals & groups) (Student Services)</p> <p>Technical Innovations and Applications offered professional development webinars, tutorials, and workshops on the following topics:</p> <p style="padding-left: 40px;">Retention Center Grade Center ADA Compliance Apps for Education Assessing Learners Communicating and Collaborating Understanding and Building Your Course Gamification for Student Engagement</p> <p style="text-align: center;">(Technology)</p>
1.13 Promote use of the research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at other Colleges that could be replicated at FTCC. (1-6)	College and Career Readiness participated in the Performance Summit, including use of EMSI studies, Career Coach, Job Analyst and Economic Development

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>software technology. (Continuing Education)</p> <p>College supervisors attended an EMSI Webinar – New Analyst Interface & JPA Report in JUL 2014; College supervisors also attended the EMSI Webinar – Find Your Calling Initiative in December 2014.</p> <p>(Economic Development/Institutional Effectiveness/Workforce Development Center/College Program areas)</p> <p>Provided an EMSI Labor and Education report to the Regional Alliance for their use in matching graduates to a machining company as part of their site selection process. (Economic Development)</p> <p>Institutional Effectiveness offered professional development training to faculty, staff and administrators highlighting tips for effective use of Career Coach and Job Analyst software; IE staff generated 30+ EMSI Analyst reports for various end users across the campus as part of their ongoing improvement processes.</p> <p>(Human Resources/Institutional Effectiveness)</p>
1.14 Maintain memberships in relevant professional organizations and groups. (1-6)	<p>Business and Finance Division maintained membership with f NACUBO, ACCBO, and SACUBO. (Business/Finance)</p> <p>EMS instructors maintained membership with the National</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Registry of EMT's and North Carolina EMS Educators Association, American Medical Technologist. (Continuing Education)</p> <p>Community Services/Extension area 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, ICD/Goodyear, Vision Resource Center, Cumberland County Animal Shelter, Family Endeavors, Operation InAsMuch, Workforce Development, Fayetteville Urban Ministries, Fayetteville Police Department, Fayetteville Center for Economic Empowerment and Development, Southwind Quilts, Botanical Gardens, Embrace Yoga Studio, Cheryl's Best Friends, Sustainable Neighbors, Sherefe Restaurant, The Wine Café, UNC Chapel Hill, Partnership for Children, 360Training.com, Ed2go, Career Step, Skip Trace Jobs, and Condensed Curriculum International. (Continuing Education)</p> <p>Business Services maintained membership with National Association for Community College Entrepreneurship and North Carolina Community College Adult Education Association. (Continuing Education)</p> <p>Industry Training maintained memberships with the NC</p>

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	<p>Safety and Health Council and the Fiber Optics Association. (Continuing Education)</p> <p>College and Career Readiness maintained memberships in NC Partners of the Americas, Carolina TESOL, NCCAEOP, NCAHEAD, Southern ADA Center, Vision Resource Center, Immigration Legal Assistance Center. (Continuing Education)</p> <p>Faculty (curriculum) hold professional memberships in: NCCTM, NCMATYC, NADE, ACS, NSTA, NABT, ICHRIE (International Council on Hotels, Restaurants, and International Education), NCACF (North Carolina American Culinary Federation), Arts Council, Fayetteville Area Society for Human Resource Management, Association of Leadership Educators, Association of Talent Development, Golden Key International Honor Society, Robeson County Outreach for Communities, NAACP, American College of Healthcare Executives, Sandhills Healthcare Executive Forum, Medical Group Management Association, American Institute of Certified Public Accountants, North Carolina Association of Certified Public Accountants, Institute of Management Accountants, American Management Association, Military Officers Association of America, National Restaurant Association, NCCCFA, National Association of Tax Preparers, National Realtors Association, NC Association of Realtors, and NC Computer</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Instructors Association. (Curriculum)</p> <p>Economic Development maintained memberships with the North Carolina Economic Development Association (NCEDA); Individual member of the Fayetteville Regional Chamber; Member/Contributor in the Linda Lee Allen Legacy Fund. (Economic Development)</p> <p>Economic Development staff represented the Board of Directors of the Chamber and made comments at the Ribbon Cutting of the expanded Honda dealership. (Economic Development)</p> <p>Workforce Development and Economic Development staff attended the 1000-in-100 Chairman’s Orientation Webinar in July 2014 and attended the National Skills Coalition: Education and Training Legislation and WIOA Update Webinar in April 2015. (Workforce Development/Economic Development)</p> <p>The College hosted the NCMBC’s Defense Trade Show; Economic Development staff attended the Fayetteville Regional Chamber, Government Affairs Committee: State of the Community Meeting in September 2014; attended the NCCCS Southeastern/Region 4 Customized Training Program Meeting in October 2014 and April 2015; attended the</p>

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	<p>SETA/NCETA Conference in Mar 2015; and attended the FranklinCovey training entitled <i>The 5 Choices to Extraordinary Productivity</i> in March 2015. (Economic Development)</p> <p>1) Marketing and Public Relations maintained memberships with the Fayetteville Kiwanis Club 2) Fayetteville PIO Alliance 3) Greater Fayetteville United, Inc. 4) Friends in Tourism (Marketing/PR)</p> <p>Facility Services (FASVS) maintained memberships to ACCFO and Turfgrass Council. (Plant Operations)</p> <p>Student Learning Center instructors maintained memberships with NCTLA (North Carolina Tutoring and Learning Association). (Student Learning Center/Library)</p> <p>The Library staff maintained memberships and leadership positions in LAUNC-CH (Librarian's Association at the University of North Carolina Chapel Hill) , NCCCLA (North Carolina Community College Library Association and CCCLA (Council of Community College Library Administrators) (Student Learning Center/Library)</p> <p>RO – Registration and Records maintained memberships with the SEDUG, NC IIPS, N3CSDPA (Registration and</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Records Office)</p> <p>AO – Admissions staff have maintained memberships with MP3, assisting with getting more student involvement with mentoring program. (Student Services)</p> <p>The Director of Technical Innovations and Applications is on the Executive Board of the NCCCS Virtual Learning Committee (VLC) member of the North Carolina Community College Association for Distance Learning, and Executive Board Member of the NC-LOR. (Technology)</p>
1.15 Promote faculty-staff engagement in public relations, community service, and College activities (1, 2, 3, 5, 6)	<p>Procurement and Special Projects Manager purchased tickets to local musical performance at the Cameo to share with faculty and staff and to promote the arts. (Business/Finance)</p> <p>Continuing Education EMS area participated annually in paramedic competition, Airport Disaster Event, and Cape Fear Valley Hospital Disaster Event. (Continuing Education)</p> <p>Business Services participated in local community service projects such as the Holly Day Fair. (Continuing Education)</p> <p>The Continuing Education Division: -Advertised programs at monthly Army/Air Force Newcomers' meetings.</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>-Placed ads on Billboards, the 82nd Airborne Websites, Facebook, Twitter, in the Fayetteville Observer, Ft. Bragg Life/Paraglide magazine, City View Magazine, Up & Coming, and geo-fencing digital targeting online ads.</p> <p>-Made announcements on local radio stations and delivered to the management of the FTCC WIDU Radio Show, coordinating 24 spots a year.</p> <p>-Coordinated the format and printing of the CE Tabloid and highlighted all programs in this book and in brochures.</p> <p>-Hosted information booths at Ft. Bragg Army Community Service “Relocation Readiness Program”, Ft. Bragg Airman and Family Readiness Center, Umoka Festival, Project Homeless Connect, Real Talk, Adolescent Real World, Operation Cease Fire, Crime Prevention Community Outreach, Aspire Community Resource Day, Cumberland Community Collaborative, Military Family Readiness Groups, Health Fairs, Chamber of Commerce, Cumberland County Schools, Cumberland County Re-Entry, Annual Job Fair at the Crown, Annual Job Fair at Cumberland County Library, Dogwood Festival, Fayetteville After Five, Matopma; Airborn Day, NAMI Cumberland County Backpack Giveaway, Reading Rock with Cumberland County, Sandhills Sanokafa Festival, Cape Fear Valley Hospital, Cape Fear Botanical Gardens, FTCC Open House, appeared on the CE TV Show “FTCC & You”, and other community events on 40 separate occassions.</p> <p>(Continuing Education)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>College and Career Readiness maintains recruiting reports and worked with Global Education Committee on Dreams of Dresses project. (Continuing Education)</p> <p>Participated in FTCC's Fall Festival, Open Houses, High School Connections, Spring Fling, Science Olympiad, Science Fridays, Health Wellness Fair, Up and Coming Articles, LINKS meetings, 3MP Symposium, NC Historian's Conference, Bronco Star Collaboration, Institute for Community Leadership, Young Entrepreneur's Academy, FBLA, The President's Leadership Institute (PLI), Annual Graduation Ceremony, Cape Fear Kiwanis, Fayetteville Urban Ministry, Community Concerts, Lafayette Rotary, FTCC Global Education Committee, Arts Council of Fayetteville, Relay for Life, Success Closet, and SkillsUSA. (Curriculum)</p> <p>Practical Nursing Chair is the current Vice Chair for Cumberland County Coordination Counsel for Older Adults, member of Cumberland Community Foundation. (Curriculum)</p> <p>Mammography Chair secretary volunteers with the Cumberland County Coordination Counsel for Older Adults. (Curriculum)</p> <p>Science Division revitalized the Science Club in 2014. The club participated in the Super Science FunFest sponsored</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>by the Fascinate-U Children’s Museum. (Curriculum)</p> <p>Economic Development Director serves as a Board member for the United Way of Cumberland County; serve as a committee member for the UWCC Personnel Committee; and attended the 2014 Campaign Kickoff Luncheon. Serve as a Board Member for the Fayetteville Regional Chamber. Serve as a Board Member of the Cumberland County Workforce Development Board, and served as the Chair of that Board’s Ad Hoc committee on issues arising from the Align-4-NCWorks initiative. Our Ad Hoc committee provided recommended action items, assigned responsibility to appropriate board members, and set target dates for implementation of action for the five needs defined by the leadership of the Board.</p> <p>(Economic Development)</p> <p>Economic Development Director sponsored a youth to attend the Fayetteville Urban Ministry Youth Summer Camp program; supported a church-based project to provide Christmas presents for residents in Grove View Terrace; and supported the fund-raising efforts of the Vision Resource Center and for the Botanical Gardens. Serve as Chair of the UWCC Community Review Panel #11; reviewed funding request applications of two area non-profits, attended their leadership/board member presentations, and recommended funding allocations for the Vision Resource Center and the Salvation Army.</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>(Economic Development)</p> <p>The Human Resources and Institutional Effectiveness staff maintained memberships with:</p> <ol style="list-style-type: none"> 1) National and Local Societies of Human Resources Management 2) College and Universities Professional Administrators Association 3) Board membership with the NC-SC Better Business Bureau 4) Board membership with a local financial institution 5) National membership with the Association of Training and Development 6) Community College Professional Researchers Organization 7) Partnership for Children Planning and Evaluation Committee 8) Kiwanis Club of Fayetteville 9) VP for Human Resources is the Chair of the City of Fayetteville's Personnel Review Board <p>(Human Resources/Institutional Effectiveness)</p> <p>Marketing and Public Relations used media sources to promote community events and FTCC participation in those events:</p> <ol style="list-style-type: none"> 1) FTCC Press Releases – 20 postings 2) Facebook Releases – currently 220 posting

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>with likes increasing from 3,500 to over 5,200.</p> <ol style="list-style-type: none"> 3) Twitter Releases – currently 220+ postings with followers increasing from 222 to 553. 4) LinkedIn – currently 1,800 followers on company page and 9,400 followers on the college page. 5) Blog – currently 15 posting with 25 followers. 6) Instagram – currently 42 photos with 95 followers. 7) Google+ - currently 8,700 views with 32 followers 8) YouTube – currently 130 subscribers. 9) There are currently 17 program area facebook sites monitored and administered by the FTCC Marketing & Public Relations Office. 10) Facilitated Digital Media campaign with the Fayetteville Observer for July 2014 – June 2015. The campaign involved four (4) major components: <ol style="list-style-type: none"> A) FO Weather Button <ol style="list-style-type: none"> 1.1 Million impressions per month Home Page Advertising <ol style="list-style-type: none"> 1- 290,000 impressions per month 2- 3.5 million impressions per year 3- 5.4% click-through rate B) Geo Fence Fort Bragg / Pope <ol style="list-style-type: none"> 1) 111,000+ impressions monthly 2) .39% click-through rate for “Register Now for Summer Classes” ad 3) This campaign is planned to be expanded nationally to target 20 military installation

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>identified by Dave Brand</p> <p>C) Affiliate Advanced Audience Targeting/Retargeting</p> <ol style="list-style-type: none"> 1) Targeted zip code for active duty military and veteran education seekers, key word seekers, and retargeting 2) 150,000 impressions monthly 3) 5.09% click-through rate <p>D) Affiliate Mobile Network</p> <ol style="list-style-type: none"> 1) Targeted Fort Bragg / Pope users 2) 40,000 impressions monthly 2.84% click-through rate <p>(Marketing/PR)</p> <p>Facility Services staff members participate in community services as well as college functions. (Plant Operations)</p> <p>Library and Success Center Director is the United Way coordinator for FTCC encouraging faculty, staff and administrators to participate in the annual United Way campaign. (Student Learning Center/Library)</p> <p>CC - Wrote two articles for <i>Up and Coming</i> magazine</p> <p>CC - Parents for Higher Education completed two community food drives, sponsored four families for Christmas working with the Partnership for Children, PFHE</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>members assisted the Partnership for Children at Dogwood Festival, completed 4 fundraising campus events; donated monetary funds for sponsorship of children for Summer Camps (Boys & Girls Club and Kiwanis Club)</p> <p>CC - Each C-STEP student completed 20 community service hours, C-STEP students completed State of College video (25) students</p> <p>CC - Planned & organized College Transfer Day publicized (50) college/university visits from representatives</p> <p>CC - Promoted use of FTCC C-STEP students in promotional UNC-CH literature for distribution (Student Services)</p> <p>FTCC Media Services produces 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 (FCE-TV). (Technology)</p> <p>Technical Innovations and Applications Director is a Board Member of the Cape Fear Kiwanis Club. (Technology)</p>
1.16 Encourage faculty and staff to complete higher levels of relevant education and/or degree completion (1, 2)	<p>Faculty and Staff continue to participate in the College's one free tuition course benefit each semester. (Curriculum)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Faculty and Staff continue to enroll and participate in higher educational degree completions using the College's tuition assistance program. Numerous faculty are currently enrolled in higher degree programs to include doctoral degrees (Curriculum)</p> <p>Economic Development Director attended the NCWorks Webinar – Customer Relationship Management (CRM) Module in Jan 2015; completed the IEDC's Webinar – Transforming Your Elected Officials into Champions for Economic Development in Jan 2015; completed the IEDC's "Entrepreneurial and Small Business Development Strategies" course in Apr 2015; attended the Campus Technology Webinar – Internet-of-Things in Jun 2015. (Economic Development)</p>
1.17 Encourage Return to Industry Training. (1, 2)	<p>The majority of the full-time health faculty participate in return to industry training opportunities during faculty breaks to maintain and update skills. (Curriculum)</p>
1.18 One Hundred percent of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5, 6)	<p>All curriculum full- and part-time new hires must be enrolled or have completed EIT prior to employment. (Curriculum)</p> <p>IE Director completed the Excellence in Training Course (Human Resources/Institutional Effectiveness)</p> <p>Director of Technical Innovations and Applications provided technical support for the Excellence in Teaching course (Technology)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
1.19 More clearly define and articulate expectations for the role of instructional leaders. (1, 5, 6)	<p>Community Services/Extension department held quarterly New Instructor Orientation meetings to effectively train instructors, while also completing annual evaluations for feedback. Offered the same training to Summerscapes instructors in May 2015. (Continuing Education)</p> <p>In the EMS department, expansion roles were approved for department chairs in EMS, CNA, RMA and Phlebotomy. (Continuing Education)</p> <p>Senior leadership engaged in bi-weekly meetings with coordinators and chairs. (Curriculum)</p> <p>Director of Technical Innovations and Applications worked with the Excellence in Teaching liaisons to clearly define and articulate expectations for instruction through the Online Standards and Exemplary courses. (Technology)</p>
1.20 Create an effective Instructional Leaders course (1, 5, 6)	Instructional Leaders' Course being developed for implementation in Fall 2015. (Curriculum)
1.21 Standardize Blackboard shells to ensure more active learning for students. (1, 5, 6)	Continue to create online course for Emergency and Protective Services Department to stay competitive with other community colleges. Incorporate blackboard platform into each course for better communication, use of technology, course coverage during adverse weather conditions, and gradebook/attendance. (Continuing Education)

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Health division courses are compliant with this strategic plan goal. (Curriculum)</p> <p>Math and Science departments are currently using a standardized Blackboard math shell. (Curriculum)</p> <p>FLEX faculty in Arts & Humanities collaborated to determine Blackboard FLEX format for implementation in Fall 2015. (Curriculum)</p> <p>Technical Innovations and Applications updated standard Blackboard template for use in all online courses for Fall of 2015 and updated the Course Review Sheet for supervisors to assess compliance. (Technology)</p>
1.22 Increase Workbased Learning (Co-op) and intern work opportunities for students (1, 2, 3, 6)	<p>Students are required to complete internships while attending Continuing Education EMS courses to meet requirements for Phlebotomy, EMT-Basic, Paramedic, CNA I and II, Registered Medical Assistant, and fire fighter courses with local hospital, EMS, and clinics within the area. (Continuing Education)</p> <p>AS and AGE have added WBL credit to their degrees. Chairs/coordinators continue to network with local businesses to expand WBL opportunities (Curriculum)</p> <p>FASVS has benefitted greatly from using a CO-OP student to assist with Plant Operations as the student gained</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	valuable work experience related to the program of instruction. (Plant Operations)
1.23 Provide a safe and secure learning environment (6)	<p>Instructors and staff follow proper procedures to maintain a safe and secure learning environment. Off-campus classes are provided additional security for faculty and students. (Continuing Education)</p> <p>Instructors completed Motorcycle Safety Foundation Training to continue teaching the Basic Rider course and incorporate required updates. (Continuing Education)</p> <p>Coordinated training for employees through the Disability Support Services to increase awareness of reasonable accommodation requirements. (Continuing Education)</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 maintaining a safe work environment. (Continuing Education)</p> <p>Communicated regularly with campus security through quarterly classroom list assignments to ensure classrooms were secure. (Continuing Education)</p>

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Strategies

Accomplishments (July 1, 2014-June 30, 2015)

FASVS has provided the following:

- sidewalk improvements
- resurfaced parking lot #2
- removed plant material
- added overhead lighting at CBI/SLC
- added lighting in LAH 137 & 141

Expanded Public Safety and Security Department's responsibilities reassigning responsibility for College IDs and key control/access for all college locations. Added responsibility for Title IX investigations and expanded security responsibilities to include security presence at the CRRC and Tallywood locations.

(Public Safety and Security)

Additional duties and responsibilities were assumed by the department even though security hours have been reduced in excess of 100 weekly man-hours associated with the implementation of the Affordable Care Act.

(Public Safety and Security)

AO - Staff have been trained to watch for any suspicious behavior, and providing immediate notification to Security of all issues observed that require further inquiries.

CC - Assisted faculty through completion of crisis intervention referrals and counseling sessions.

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>HS - High School Connections provides (in conjunction with Cumberland County Schools) a safety monitor on campus who helps oversee high school student activities on campus, including supervising the arrival and departure of the buses, addressing behavior issues in class, and keeping in contact with the appropriate high school and FTCC personnel. (Student Services)</p> <p>Several professional development sessions were developed, offered and attended throughout the year related to crisis management, emergency response notification procedures, and activities required in the event of an active shooter.</p> <p>HR/IE updated internal emergency response procedures and provided copies to each staff member of the sequence of activities in the event of an emergency situation, including active shooter. These procedures allow for staff safety in the event of future incidents.</p> <p>The College updated the Emergency Procedures Mini Handbook for placement next to each faculty, staff and administrator's telephone in event of an emergency situation. The College hosted mandatory training for faculty, staff and students in August 2015 on actions instructors and staff should take in the event of an emergency situation. (Human Resources/Institutional Effectiveness)</p>

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
2.1 Explore the development of an Excellence in Service (EIS) course. (1-5)	<p>Faculty and staff are required to provide ongoing high quality customer service within department. (Continuing Education)</p> <p>Department meetings to focus on internal and external opportunities to provide higher quality of customer service (Marketing/PR)</p> <p>Positive and informative responses to social media inquiries, emails, and telephone calls (Marketing/PR) Positive postings about FTCC home page (Marketing/PR) CC – Staff completed 6 hours (2 sessions) customer service training and 11 professional development classes (Student Services)</p>
2.2 Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)	<p>Provided customer service professional development training session for staff (Business/Finance)</p> <p>Met regularly with staff/faculty and provided weekly assignments to ensure all members understood expectations of the college in providing excellent customer service. Encouraged faculty and staff to attend customer service professional development classes. (Continuing Education)</p> <p>Discussed customer service value and return on investment at divisional meetings – department chairs, secretaries, full faculty. (Curriculum)</p> <p>Customer Service PD was offered on multiple occasions</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>and attended by faculty, staff and administrators. (Curriculum)</p> <p>Customer service expectations were shared and employees are expected to role model good customer service (Curriculum)</p> <p>Offered several professional development sessions on various forms of quality customer service. All were well attended. (Human Resources/Institutional Effectiveness)</p> <p>Employees attended customer service training (Plant Operations)</p> <p>Our technicians attend all professional development course that relate to customer service and we hold monthly meetings to discuss ways to improve customer service activities, if needed. (Print Shop)</p> <p>Student Learning Center instructors and staff greet each student as they enter the Center to assess their needs and to direct them to the resources that will help them the best. (Student Learning Center/Library)</p> <p>FTCC Audio Visual Services provides day-to-day technology and event support services, and event services in a friendly and timely manner. FTCC A/V Services assisted in four technology renovations, four SmartBoard integration projects, and provided AV support for forty-two</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>FTCC or FTCC Partnership events or initiatives. (Technology)</p> <p>FTCC Media Production Staff covers campus events and provides 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 exceeds all production deadlines for finished high quality video productions. (Technology)</p> <p>Director of Technical Innovations and Applications worked with the Excellence in Teaching liaisons to ensure faculty understand their individual responsibility to provide high quality customer service through Online Standards and recommendations. (Technology)</p>
2.3 Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)	<p>Provided funding for security budget in excess of \$1.6 million. Added a maintenance technician position. (Business/Finance)</p> <p>On campus and off-campus classes are provided additional security for safety of faculty and students. (Continuing Education)</p> <p>Submitted annual building evaluations to address classroom safety needs. (Continuing Education)</p> <p>Purchased updated equipment for various departments to</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>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 assuring a safe learning environment. (Continuing Education)</p> <p>Received positive evaluations from students/faculty on classrooms and turn-around time for repairs. (Continuing Education)</p> <p>Industry Training provided mock OSHA inspections that allowed for improved internal controls related to secure and safe working environments. (Continuing Education)</p> <p>Removed plant material ATC/SDC, sidewalk repairs and additions, continuing with planting and mulching to stay in the leading edge, pruning tree limbs-better lighting, eliminating debris, continuing to be the Best Landscaping-Reader's Choice, replaced Cooling Tower at HTC, Replaced chiller at Mechanical Building, 43 total F-11 moves, Recycling of cardboard, plastic, paper, batteries, aluminum/metals, tires, etc., 3180 total work orders for FASVS departments (Plant Operations)</p> <p>Conducted six (6) professional development classes for</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>emergency response and active shooter training for faculty and staff (Public Safety and Security)</p> <p>AO – Assisted with choosing and arrangement of AO – SLC campus furniture as well as assisting with plans for improvement. (Student Services)</p>
2.4 Resolve customer needs with minimal referrals to others. (3)	<p>Enhanced customer service by checking with other departments to verify that they can assist the customer before referring students to them. Relocated a new cashier's office to the Tony Rand Student Center. (Business/Finance)</p> <p>Community Services/Extension Education held regular staff meetings and quarterly training sessions to cross-train all staff members to provide quick assistance to customers with less than one transferred call. Made a quick call sheet listing the main CE and CU departments and provided to department for assisting customers. (Continuing Education)</p> <p>Business Services met with students to resolve their concerns/suggestions for class improvement. (Continuing Education)</p> <p>College and Career Readiness established a Center for English Language Learning to provide culturally competent customer service to students whose first language is not</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>English. Also, established an information desk at the front of CEC to assist with potential and current students by providing direction to services and staff members. (Continuing Education)</p> <p>Continuing Education encouraged all faculty and staff to assist potential students (customers) with minimal referrals. (Continuing Education)</p> <p>Health division counseling area maintained year-round and students referred in-house. (Curriculum)</p> <p>Faculty work closely with the department chairs and coordinators to resolve any classroom related issues with students in a timely manner without referring students elsewhere. (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>Made every attempt possible to resolve customer needs with minimal referrals to others. Ensured that when a referral was made, it was to the correct person and that person was available prior to the referral. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Resolved student conduct issues at the Dean level whenever possible (Public Safety and Security)</p> <p>Library staff strives to refer students to appropriate directional help by contacting campus entities directly to identify the person connected to the situation before sending the student across campus. (Student Learning Center/Library)</p> <p>AO - The Admissions department has cross-trained with other departments such as Financial Aid, to learn answers to frequently asked questions.</p> <p>AO - Assist students as much as possible with completing the registration process beyond testing, and evaluation up to and including answering students' questions as much as possible. (Student Services)</p> <p>FTCC Media Services works to meet and exceed customer expectations in a timely manner. (Technology)</p>
2.5 Answer the phone within 3 rings. (1-5)	<p>Continue to meet this a goal. Continue to learn the new phone system and utilize efficiencies. (Business/Finance)</p> <p>Customers got immediate assistance via staff answering calls when present and returning voice mails within a 24-hour period. (Continuing Education)</p> <p>The Assessment Center in the College and Career Readiness program forwards phones if away from the desk</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>to ensure phones are answered in a timely manner. (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>Phones are answered within two rings and only minimal referrals are made. If assistance can be provided by contacting another College office, such telephone calls are made to prevent sending customers to other departments. (Human Resources/Institutional Effectiveness)</p> <p>FASVS continues to achieve this by making sure that we have “pick up” lines in the office suite. (Plant Operations)</p> <p>AO – We make every effort to answer by the second ring whenever possible. (Student Services)</p> <p>The MIS Help Desk continues to ensure that all calls are answered in a timely manner. During heavy call periods the MIS Department’s Support area we assign additional technicians to help field calls. (Technology)</p> <p>FTCC Media Services responds immediately to requests via e-mail, phone calls, technical support, event support and documentation. (Technology)</p> <p>Director of Technical Innovations and Applications</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	monitors to ensure department staff meets the standard. (Technology)
2.6 Educate all employees on functions and activities of College departments to minimize referrals. (2)	<p>Invited Financial Aid staff to an internal professional development session to share with Business and Finance the functions and activities of Financial Aid to lessen referrals. (Business/Finance)</p> <p>Continuing Education employees attended professional development training sessions and staff meetings to stay current on college functions. Encouraged cross training and communication within all CE areas, in order to limit referrals. (Continuing Education)</p> <p>Discussed at all division meetings – department chairs, secretaries, full faculty. (Curriculum)</p> <p>Financial aid representative was invited to discuss the default management program with faculty and staff. (Curriculum)</p> <p>Worked with coordinators and chairs to improve departmental and division processes to minimize referrals. (Curriculum)</p> <p>All new hires are provided an overview of departmental functions and activities. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Coordinated Professional Development classes and presented the following:</p> <ul style="list-style-type: none"> • Work Orders • Faculty Move Form (F-11) • Vehicle Requests • Room Reservations • Bus Vehicle Log Book Training • Departmental Professional Training <p>(Plant Operations)</p> <p>AO - The Admissions department has cross-trained with other departments such as Financial Aid, to learn answers to frequently asked questions.</p> <p>AO - Provide regular cross training on Registration, records testing and admissions processes between staff is done. Students are referred only on an as needed basis.</p>
2.7 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)	<p>Implemented online payment of transcripts and direct deposits of student refunds. (Business/Finance)</p> <p>Continuing Education Instant Enrollment (online registration) process was made available for more classes and registered 1798 students. (Continuing Education)</p> <p>Updated the College and Career Readiness website and Facebook page to help keep students, staff and faculty informed. ROBO calls were placed to students of upcoming registration information. (Continuing Education)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Health admissions process transitioned to online enrollment process in 2013; in 2014, worked on resolving issues/complications potential students were facing when attempting to make application. Corrective actions has been implemented and the process is working well. (Curriculum)</p> <p>Maintained the PeopleAdmin applicant tracking system which minimizes the need for on campus visit to apply for jobs. Implementing electronic on-boarding for new hires to complete most forms prior to orientation. Provide personal assistance with application submissions for potential employees needing accommodations for the online application process. Provide instruction on the use of PeopleAdmin during orientation sessions for individuals who need further assistance. (Human Resources/Institutional Effectiveness)</p> <p>Enhancements continue in social media sites and responses, digital marketing, and Phase I creation of new college website. (Marketing/PR)</p> <p>The MIS Programming Team developed an online withdrawal process within WebAdvisor to allow students to withdraw online with continued intervention from faculty to address student retention. (Technology)</p> <p>Technical Innovations and Applications offered training in web-conferencing software. (Technology)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>FTCC Media Services Production staff produces online educational media accessed from the website and stored on the FTCC media server. Media Services produces a variety of media including video, audio, photographs and interactive media accessible to instructors and students who request access. Video clips are accessible through links provided in BlackBoard. (Technology)</p> <p>FCE-TV aired a series of student orientation videos including "FTCC Campus Tour," "FTCC Student Welcome," "FTCC Student Checklist," "FTCC Financial Aid," and "How to use WEBADVISOR." (Technology)</p>
2.8 Triage lines to move customers to appropriate College locations quickly. (3, 4)	<p>Supervisors triage lines during registration to answer questions and move customers along more quickly. (Business/Finance)</p> <p>AO - Train and cross-train the front desk personnel to have a working knowledge of all processes to ensure students are directed to the appropriate department upon arrival.</p> <p>AO - Regular triage is performed between staff at SLC to be sure that the minimal time is spent fulfilling student's needs.</p>
2.9 Ensure signage is visible, adequate, and accurately directing visitors to correct locations. (3, 4)	<p>Updated signage when individuals or offices changed locations. (Business/Finance)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Signs are visible, adequate and accurate in directing visitors to correct locations. Additional signage has been added for the Barber program and the programs at Tallywood. (Continuing Education)</p> <p>The downstairs information board in the lobby of CEC was updated to reflect the correct office numbers, in addition to staffing an informational desk for students and potential students. (Continuing Education)</p> <p>Signs were displayed during New Student Orientations to assist students in locating this event. (Curriculum)</p> <p>FASVS continues to keep within the guidelines of ADA as it relates to College signage. (Plant Operations)</p> <p>Upgrading signage due to recent moves and relocations. (Plant Operations)</p> <p>Wayfinding signage project in progress. (Plant Operations)</p>
2.10 Require all hiring managers to include one or more interview questions focused on customer service. (1-5)	<p>A minimum of one question and in some cases multiple questions associated with customer service were included in DDI interviewing packets. (All College Divisions)</p> <p>Updated the FTCC Interview Guide, following DDI guidelines, to include a page with pre-printed/mandatory Customer Service target questions.</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	(Human Resources/Institutional Effectiveness)
2.11 Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)	<p>Incorporated incentives to help increase morale in the College and Career Readiness Assessment Center by choosing a staff member of the month based on positive customer service surveys completed by students, faculty and staff. (Continuing Education)</p> <p>AHS, ABE, CED, ESL, and GED coordinators have provided incentives for staff and faculty who have exhibited outstanding customer service. Numerous staff and faculty have taken the customer service workshop offered by FTCC. (Continuing Education)</p> <p>Excellent customer service is recognized through a peer nomination process and selection of award winners for the Excellence in Teaching and President's Distinguished Staff Awards. Winners receive \$500, a plaque, and reserved parking space for one year. (Human Resources/Institutional Effectiveness)</p> <p>Created a program for Officer of the Quarter to recognize Public Safety and Security staff that excels in the performance of their duties in providing quality customer service to students, staff, and faculty. (Public Safety & Security)</p>

**Fayetteville Technical Community College
2014-2015 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, 2014-June 30, 2015)
<p>2.12 Conduct annual surveys of faculty, staff, and students to provide data related to the College climate and customer service/support. (4)</p>	<p>Conducted evaluations on courses, instructors, and staff members, responding to needs within a 24-hour period. Conducted annual surveys to all Small Business Center clients and attendees. Professional development courses were created and delivered to educate employees on quality customer services standards and expectations. (Continuing Education)</p> <p>The College and Career Readiness Assessment Center uses survey results to assess and evaluate the customer service level provided by the center. CCR administered a survey to the student body asking their opinions of the programs and services and asked for improvement suggestions. (Continuing Education)</p> <p>The Institutional Effectiveness Department administered the Faculty/Staff/Student Survey, tabulated the results, and delivered customer service outcomes to FTCC senior administration for review. (Human Resources/Institutional Effectiveness)</p> <p>The Print Shop conducted its own survey and showed a 99.6% satisfaction rate. (Print Shop)</p> <p>Annual surveys were conducted of faculty, staff and students to measure satisfaction with the FTCC Public Safety and Security Department with a combined positive</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>outcome of 91%. (Public Safety & Security)</p> <p>AO - Admissions has counselor satisfaction surveys.</p> <p>WO - The Admissions office has counselor satisfaction surveys students complete when they are finished seeing a counselor. For the 2014/2015 Academic year, 97% of students agreed or strongly agreed that they were satisfied with their visit with an admissions counselor.</p> <p>(Student Services)</p>
<p>2.13 Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)</p>	<p>Procurement and Special Projects Manager along with Administrative Assistant II to the Senior VP for Business & Finance presented professional development session on procurement and travel. (Business/Finance)</p> <p>Provided instructor workshop and preceptor courses to provide information to instructors on delivering quality instructions and standard procedures to all students. (Continuing Education)</p> <p>AMA customer service related classes are offered and available to FTCC employees. (Continuing Education)</p> <p>College and Career Readiness offered an ADA workshop. (Continuing Education)</p> <p>Created and administered training sessions for faculty on</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>how to register DMA/DMS students. (Curriculum)</p> <p>Provided workshops and training for all faculty on changes to the course articulation agreement affecting the AS and A degrees. (Curriculum)</p> <p>Offered several professional development sessions on various forms of quality customer service. All were well attended. (Human Resources/Institutional Effectiveness)</p> <p>Media Staff provides SmartBoard and Camera Capture classes as professional development opportunities for instructors. (Technology)</p>
<p>2.14 Continue to refine 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>College and Career Readiness revised the FTCC and the CCR website, Facebook website and all other social media mediums. Online forms were updated. (Continuing Education)</p> <p>Departments are in the process of completing their departmental websites. (Curriculum)</p> <p>Work is on-going to ensure ADA compliance. (Curriculum)</p> <p>Updated and maintained the Gainful Employment website, pursuant to the Gainful Employment Amendment of the Higher Education Act. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Maintained and updated all areas of the Human Resources and Institutional Effectiveness pages of the FTCC website in preparation for transfer of documents to a more student-oriented website. Created Department of Education mandated webpages to meet Title IX requirements. (Human Resources/Institutional Effectiveness)</p> <p>The College entered into a PSA contract with O3 Strategies, Inc., a full service digital agency that fuses marketing intelligence and innovative design to create memorable and effective online campaigns. O3 is an innovative digital strategy, web design, and Internet marketing consultant equipped to sharpen brand impact, streamline processes, and boost visibility for organizations.</p> <p>Project Goals:</p> <ul style="list-style-type: none"> A) Redesign FTCC website B) Create a universal and cohesive look and feel throughout the website C) Streamline and simplify site navigation D) Develop a solution that establishes uniformity across all departments E) Implement new website on a Content Management System to empower website administrators to make changes quickly and efficiently. F) Reach and speak to both prospective and current

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>students alike.</p> <p>Phase I (4/15 - 6/15)</p> <ul style="list-style-type: none"> A) Information gathering, analysis, creative exploration, and creative expedition. B) Key Concept Designs <ul style="list-style-type: none"> a. Primary Home Page b. About FTCC c. Degrees & Programs d. Financial Aid e. Campus Life f. Military & Veterans g. Continuing Education h. Apply Now <p>Phase II (7/15 – 10/15)</p> <ul style="list-style-type: none"> A) Code & Place on O3 Beta Server B) Upload Content to FTCC Server C) Testing/Follow-up D) Implementation/Launch <p>(Marketing/PR)</p> <p>FASVS portal is up-to-date. All information is current.</p> <p>(Plant Operations)</p> <p>HS – High School Connections updates its main website as frequently as possible. The most relevant information is placed at the top of the page for easy access. Staff also</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>use Facebook and Twitter to interact with clients (students, parents, high school counselors/administrators, etc.) (Student Services)</p> <p>The MIS department has started the process of implementing the Ellucian Self Service system which will give the FTCC students a portal experience. (Technology)</p> <p>FTCC Media Services provides assistance and technical support to the Webmaster, including video clips posted on the server, photographic support and logo creation. (Technology)</p> <p>The FTCC Media Services updated and revised the Online Audio Visual Request Form and revised processes and procedures to improve support. (Technology)</p> <p>FTCC Media Services, Facilities and MIS are working together and created a “Request for Service Portal” on the web to streamline service issues on campus, i.e, replacing projector bulbs, computer updates and facility support. (Technology)</p> <p>Technical Innovations and Applications Webmaster participated in the College-wide website review. (Technology)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>2.15 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>Conducted equal employment opportunities in hiring process using DDI targeted process. Ensured customer service questions are asked to all potential candidates during the interview process. (Continuing Education)</p> <p>DDI is being utilized with all hiring procedures. (Curriculum)</p> <p>Attended the FTCC class “DDI – Targeted Selection Interviewing” in Aug. 2014. (Economic Development)</p> <p>Monitor DDI hiring packets to assure completeness and consistency to promote fairness and equity in hiring processes. (Human Resources/Institutional Effectiveness)</p> <p>The Equal Employment Opportunity statement is visible on all employment ads. The FTCC Interview Guide is revised as processes and procedures change to maintain currency. (Human Resources/Institutional Effectiveness)</p>
<p>2.16 Include quality customer service and support as a measured item on annual performance appraisals. (5)</p>	<p>Conducted annual employee performance appraisals to identify quality customer service and support. All appraisals were verified that at least one customer service item was measured during the appraisal process. (All College Divisions)</p>

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>2.17 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>	<p>Upgraded radios to communicate with other departments. (Plant Operations)</p> <p>Fire exit diagrams are in place. (Plant Operations)</p> <p>Lighting and occupancy sensors have been installed. (Plant Operations)</p> <p>Lighting upgrades in some classrooms. (Plant Operations)</p> <p>We discuss COOP and EPP at every monthly meeting. (Print Shop)</p> <p>Emergency Operations Response training is conducted with all Public Safety and Security staff to ensure effective response during times of emergency. (Public Safety & Security)</p> <p>Conducted six (6) professional development classes for faculty and staff on the FTCC Emergency Response Operations Plan and conducted active shooter training to best prepare employees to effectively respond during an emergency situation. (Public Safety & Security)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<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 annual in May. (1-6)</p>	<p>Budget decision packets were received timely from division areas. Some areas were granted additional time but since the budget was not passed by the Legislature, this did not delay the budgeting process. (Business/Finance)</p> <p>Submitted all equipment requests by the requested deadline. Budget decision packages are submitted to meet the needs of instruction/classroom/students. (Continuing Education)</p> <p>Submitted all equipment and expansion position requests by the requested deadline. (Curriculum)</p> <p>Budget decision packages were submitted prior to deadline requesting an increase with supply funding along with the purchase of a new, color, networkable printer for Institutional Effectiveness. (Human Resources/Institutional Effectiveness)</p> <p>Submitted Decision Packages to project financial needs for the upcoming fiscal year to include DDI Targeted Selection training materials. (Human Resources/Institutional Effectiveness)</p> <p>Decision packages were prepared based on projected needs within HR and IE for 2015/2016 FY. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Completed for 2015-16. (Marketing/PR)</p> <p>Utilize budget decision packets for support. (Plant Operations)</p> <p>Done by the Print Shop manager. (Print Shop)</p> <p>MIS budget was submitted to Business & Finance department for consideration. (Technology)</p> <p>The Director of Media Services plans and prepares budget decision packages in a timely manner based on research, technical knowledge and institutional goals. (Technology) Technical Innovations and Applications Director submitted VLC budget for approval. (Technology)</p>
3.2 Ensure appropriate communication among affected areas. (1, 2, 4)	<p>Budget meetings were held throughout the year. Professional development sessions were held on purchasing and travel. (Business Finance)</p> <p>Communicated with FTCC Finance Office as needed referencing budget and financial matters. (Continuing Education)</p> <p>Business Services held weekly meetings with Barber faculty and staff to emphasize inventory control and supplies. (Continuing Education)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Have held student loan default meetings within the Business Management Division for awareness. (Curriculum)</p> <p>Ensured appropriate and frequent communication within the Department and with other Divisions. Held office meetings among appropriate personnel to discuss workflow to ensure the efficient operation of the Department. (Human Resources/Institutional Effectiveness)</p> <p>AO – Communication is key and is regularly done between SLC areas. (Student Services)</p>
<p>3.3 Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)</p>	<p>Mid-year budget adjustments were received and budgets were appropriately adjusted. (Business/Finance)</p> <p>Reviewed monthly budget reports. Business Services monitored the Small Business Center budget to ensure allocation of funds is utilized according to state guidelines. (Continuing Education)</p> <p>College and Career Readiness worked on a revised budget for the 2015-2016 year, after assessing the monthly budget reports and expenditures. (Continuing Education)</p> <p>Monitored monthly budget reported and submitted budget reconciliation for mid-year when requested. (Human Resources/Institutional Effectiveness)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Completed and submitted. (Marketing/PR)</p> <p>FASVS currently monitors its spending by using spreadsheets which helps with monthly reports and mid-year reconciliation. (Plant Operations)</p> <p>Done by the Print Shop manager. (Print Shop)</p> <p>Budget expenditures are monitored to ensure cost effective use allocated funds. (Public Safety & Security)</p> <p>Due to the unbudgeted increase in rates for costs associated with the Affordable Care Act the contract security service hours were reduced in excess of 120 weekly man-hours.to meet budget limitations while still maintaining an effective security presence on campus. (Public Safety & Security)</p> <p>MIS mid-year revisions were completed within an acceptable time frame and submitted to the Business & Finance department. (Technology)</p> <p>Technical Innovations and Applications Director monitored VLC monthly budget report and made changes as required. (Technology)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<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 salary plan was updated with a 2% increase effective January 2015. (Business/Finance)</p> <p>Attend quarterly meetings throughout the state for Continuing Education fire, EMS, and law enforcement to compare hiring scale to stay comparable to the market demand. Realigned the instructor pay scales in EMS program areas this past year. (Continuing Education)</p> <p>Continuing Education division reviewed salary plans for specific instructional areas. (Continuing Education)</p> <p>Generated an EMSI Analyst report regarding the salary range for specific occupations at the College through an examination of average pay scales in the Fayetteville Metropolitan Service Area. (Human Resources/Institutional Effectiveness)</p> <p>Coordinated and participated in several Compensation Committee meetings. Reviewed and adjusted the salary ranges for several positions based on the results of reviewing job descriptions and point-factoring on an as-needed basis. (Human Resources/Institutional Effectiveness)</p> <p>The Print Shop manager uses the resources from PICA for salary comparisons. (Print Shop)</p>

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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, 2014-June 30, 2015)
	<p>Director of MIS is constantly monitoring IT comparable jobs and is an advocate for comparable salaries for MIS staff. (Technology)</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>Met with leaders of the college to discuss funding needs throughout the year. (Business/Finance)</p> <p>Communicated with Continuing Education senior accounts technician and Finance Office reference future needs (instructors, supplies, equipment, facilities). (Continuing Education)</p> <p>Provided equipment requests within the requested time period. (Continuing Education)</p> <p>Provided grant writer with referral and point of contact for partnerships and resource development of the North Carolina Space Grant. (Economic Development)</p> <p>Coordinated as necessary to project future construction/renovation and budget the needs. (Plant Operations)</p> <p>MIS department continues to foster a working relationship with colleagues to ensure that IT needs are addressed in the early stages of any project. MIS also monitors and addresses changing IT needs of the College. (Technology)</p>

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4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data driven decision process based through assessment of needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>3.6 Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)</p>	<p>Purchased scanners and various tools for office use and provided training for employees. Center for Business and Industry worked with the MIS department to update computer labs and needed software. (Continuing Education)</p> <p>IE was able to eliminate the need for Remark scanning technology, which will save at least \$400 annually. Obtained a license to an economic developer software to assist with planning and evaluation across the College. (Human Resources/Institutional Effectiveness)</p> <p>Siemens controls have been implemented as standard controls (Plant Operations)</p> <p>Lighting upgrades have taken place in LAH 137 & 141 (Plant Operations)</p> <p>Water conservation in lavatories and irrigation (Plant Operations)</p> <p>Switching or replacing T-5 light fixtures (Plant Operations)</p> <p>Replaced Cooling Tower at HTC (Plant Operations)</p> <p>Replaced Chiller at Mechanical Building (Plant Operations)</p>

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4. Streamline operations with a focus on efficiencies.
5. Monitor current spending and forecast future funding requirements to sustain financial stability.
6. Institute a data driven decision process based through assessment of needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>We are working on a network package to include all copiers campus wide for the purpose of consumable replenishment and meter recordings. (Print Shop)</p> <p>MIS has established a PC replacement plan and ordering standards (for servers, PCs, and printers that allow us to keep minimum PC and printer parts on hand while also meeting the campus needs in a timely manner. (Technology)</p>
3.7 Cascade technology when replacements are made to reduce cost. (2, 4)	<p>Cascaded computers to areas of less usage when new computers are installed. (Business/Finance)</p> <p>Center for Business and Industry worked with MIS on the cascading of technology in order to reduce costs for the College. (Continuing Education)</p> <p>The PC replacement plan utilizes the cascading approach to allow instructional labs the newest equipment for the customer's experience while also meeting the administrative needs of staff and faculty. (Technology)</p>
3.8 Communicate the College's needs to the FTCC Foundation. (2)	<p>The college received scholarship funds from the Foundation. The Foundation budgeted a discretionary fund for the President's use which supplemented the college's discretionary fund. (Business/Finance)</p> <p>A grant was written through the FTCC Foundation to cover transportation/transit costs for College and Career Readiness students. (Continuing Education)</p>

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6. Institute a data driven decision process based through assessment of needs.

Strategies

Accomplishments (July 1, 2014-June 30, 2015)

Dean of Health Programs met on several occasions with Executive Director of FTCC Foundation Office and her staff.
(Curriculum)

**Fayetteville Technical Community College
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Institutional Goal # 4: Focus on workforce preparedness to support economic development:

1. Strengthen economic development in the service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<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>Provided a Credit for Prior Learning plan to allow CE students to receive credit for CU classes based on completion and passing of eight industry certification exams. (Continuing Education)</p> <p>CE partners with Curriculum to provide training for students (DDS, WorkFirst clients—ABC's of Child Care/Credentials). (Continuing Education)</p> <p>College and Career Readiness has created career pathways (PHCAST) with occupational continuing education programs. (Continuing Education)</p> <p>Science courses are in the process of being re-organized to better align with the needs of students entering the allied health programs. (Curriculum)</p> <p>Based on feedback from local and state organizations (needs assessment), a need for Global Logistics and Distribution Management, Gunsmithing, and an Associates in Engineering were determined. State approved programs to be implemented in Fall 2015. (Curriculum)</p>
<p>4.2 Expand student use of Career Coach and Internship.com during the admissions, registration, and advising processes. (1)</p>	<p>Offered a professional development opportunity for staff and faculty regarding the use of Career Coach entitled, "What Is Career Coach?" The session provided faculty and staff with knowledge of Career Coach so that they could better relay the use of Career Coach to students during the admissions, registration and faculty advising processes. (Human Resources/Institutional Effectiveness)</p>

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

1. Strengthen economic development in the service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Placed direct link icon on Library's home page. Library staff have been directing students to it for local data concerning careers and resume help. (Student Learning Center/Library)</p> <p>AO – Admissions Counselors are trained on this process.</p> <p>AO – Students are directed to Career Coach for assistance in deciding on a program of study.</p>
<p>4.3 Analyze Academic Advisory Committee data, retention, and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys. (1-5)</p>	<p>Reviewed and analyzed data to enhance matching of the course offerings at the Center for Business and Industry to the specific training needs of our local, state, and national employment market. (Continuing Education)</p> <p>Curriculum advisory committees met and members completed follow-up surveys to provide feedback. (Curriculum)</p> <p>All program faculty were involved in the expanded Program Review process that provides a stronger assessment of changes needed to meet local, state and national employment market needs. (Curriculum)</p>
<p>4.4 Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)</p>	<p>Business Services met with local businesses and industry representatives to discuss, develop, and coordinate Customized Training for the workforce. (Continuing Education)</p> <p>Industry Training staff met with industrial representatives, including plant managers, training managers, human resource department representatives and lead supervisors</p>

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

1. Strengthen economic development in the service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>to discuss training needs. (Continuing Education)</p> <p>Coordinated activities for NC State University Industrial Extension Service (NCSU-IES) personnel to visit industries during a blitz tour with me in Cumberland County. Introduced the new Economic Development Partnership North Carolina (EDPNC) Regional Industry Manager for our Sandhills zone along with the EDPNC Director of Global Operations to a number of our defense contractors and industry leaders. Hosted the North Carolina Manufacturing Extension Partnership (NCMEP) meeting on campus to introduce the NCWorks Customized Training Directors in the Southeast Region to key personnel in the NCMEP. New partnership effective July 1, 2015.</p> <p>(Economic Development)</p> <p>Coordinated the Cumberland County involvement in the Align4NCWorks initiative to provide our local manufacturers a voice in identifying their needs and any best practices, as well as perceived shortcomings in how the community colleges are missing the mark. Our County's input was combined with all others and resulted in completion/printing of the <i>2015-2018 NC Community College's Align4NCWorks Strategic Plan</i>. (Economic Development)</p>
4.5 Expand the use of customized industry training funds. (1, 3, 4)	<p>Industry Training targeted industries qualifying for customized training funds. (Continuing Education)</p> <p>Provided a presentation about the purpose, objectives, and eligibility requirements for the NCWorks Customized</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Training Program to local manufacturing leaders at the Plant Manager's Association meeting. (Economic Development)</p> <p>Initiated contact with FTCC ConEd Industry Training team and multiple area industries such as Ellery Homestyles, Cargill, and MANN+HUMMEL Purolator to support them with training paid for in whole or in part by the Business and Industry Support funds. The focus was on those industries and training needs that did not qualify for the Customized Training Program and did not fit the registration levels needed to be met by a ConEd FTE-generating course. Training topics included forklift and other mobile lifting devices operation, Microsoft Office products, and FranklinCovey 5Choices for Extraordinary Productivity. (Economic Development)</p> <p>Increased FTCC's allotment of Purpose 359, Capacity Building funds from 40th in the state in 2010-11 (\$537) to 21st in 2014-15 (\$7,515); used these funds to develop capacity: get FT ConEd instructor trained in PLC Applications (\$2,617), send FT Academic Welding instructor to get AWS Aerospace Certification Endorsement (\$1,215), send one FT ConEd instructor to get OSHA #503 Re-Certified (\$1,101), and send one NCCCS Regional Trainer to get National Employment Law Institute certified (\$1,867). (Economic Development)</p>
4.6 Engaged with the Economic Alliance in the recruitment, expansion, and retention of businesses (1, 4)	Business Services communicated and worked with the Economic Alliance, as well as, the Fayetteville Regional

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Chamber to meet the needs of businesses. (Continuing Education)</p> <p>Supported the Economic Development Alliance and provided briefings on the educational programs and services available through the NCWorks Customized Training Program to several site selectors and business/industry representatives considering Fayetteville as the location of their next facility. (Economic Development)</p> <p>Represented FTCC at the 2014 Regional Alliance Partnership meeting with NC Secretary of Transportation and the NC Secretary of Commerce. Coordinated plant visit with Regional Alliance Director of Business Retention & Expansion to determine needs of MANN+HUMMEL Purolator for retention and training. (Economic Development)</p> <p>Supported the Regional Alliance’s Economic Development position on Sanderson Farms Project and read a prepared statement at the Community Open Forum. Facilitated the Sanderson Post-Project Assessment with Mayor, City Councilman, County Commissioner, Alliance and Business Leaders and developed a report of the Strengths and Weaknesses shown throughout the project period. (Economic Development)</p> <p>Represented FTCC and the CTP during a “mock selection</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	meeting” the Regional Alliance arranged with Site Selectors Group to provide the community leaders with insight as to our Economic Development strengths and weaknesses in June 2014. (Economic Development)
4.7 Seek additional funding for the NC Military Business Center to better engaged businesses winning government contracts and providing post-contract assistance. (1, 3)	Discussed Military Business Center funding needs at the April 2015 Legislative Delegation meeting with the College President and college leaders. (Business/Finance)
4.8 Create career pathways for students and graduated to engage with employers to include defense contractors. (2, 3)	<p>Conducted federal and state level government contracting workshops to FTCC students, faculty, staff and community. (Continuing Education)</p> <p>Employers were invited to the CATV (cabling) class to recruit students. (Continuing Education)</p> <p>The PHCAST pathway was created to assist HSE students obtain their GED, CRC Certificate, CPR certification and pass their CNA state board exam. (Continuing Education)</p> <p>Preliminary conversations have begun with the Veterans Services Director regarding the Transition Tech veteran program. (Curriculum)</p> <p>Three Cyber Security Certificates added to Information Systems Security program. (Curriculum)</p> <p>AO – The JOBS Center participates in job fairs for graduating students. More than 30 LPNs were placed at Womack Army Hospital. (Student Services)</p> <p>HS – High School Connections provides 30+ career pathways for high school students. These pathways lead to</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	a variety of certifications that can be used in the workforce. (Student Services)
4.9 Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)	<p>Shared scholarship information with students throughout the year. Participated in the implementation of Academic Works which matches student needs to available scholarships. (Business/Finance)</p> <p>Community Services/Extension Education provided scholarships to students taking sixteen distance learning programs at least four terms within the year. (Continuing Education)</p> <p>Coordinated with local organizations (CEED, DSS, ESC) to provide possible financial assistance for students. Continuing Education offers scholarships in various program areas to provide financial assistance to meet the needs of students. (Continuing Education)</p> <p>State Employee Credit Union Scholarships were used in the Industry Training department. (Continuing Education)</p>
4.10 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)	<p>Employed Accounts Technician in Business and Finance to insure correct certification of Veteran students' classes. (Business/Finance)</p> <p>Conducted 232 HRD classes including support to 88 veterans. Developed the National Security Challenges and Terrorism course serving 18 military students. Developed the first of four Emergency Management Preparedness courses for NC National Guard members. (Continuing Education)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Industry Training provided “East Carolina University-Tools for Advanced Manufacturing for Veterans” and “IT Certification Training-Project Transition”. (Continuing Education)</p> <p>Small Business Center provided Boots to Biz Training at Fort Bragg to encourage entrepreneurship for transitioning soldiers. (Continuing Education)</p> <p>College and Career Readiness offers three programs to soldiers and their dependents; BSEP, ESL and the new Effective Writing class. (Continuing Education)</p> <p>FLEX courses have been created and offered to support military personnel at locations around the world. (Curriculum)</p> <p>Provided the All-American Veteran Center with job announcements from employers like Caterpillar and Goodyear. (Economic Development)</p> <p>Supported the Veterans Center by coordinating the participation of area HR directors to conduct mock interviews for one of the transition training programs. (Economic Development)</p> <p>The Student Learning Center provides face-to-face tutoring and other learning resources to military and veteran students. We also offer online, 24 hour, 7 days a week, tutoring services that can be utilized by deployed military students. (Student Learning Center/Library)</p>

Fayetteville Technical Community College

STRATEGIC PLAN 2015-2020



“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

P.O. BOX 35236 • FAYETTEVILLE, NORTH CAROLINA 28303-0236

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

Fayetteville Technical Community College (FTCC) weaves a multifaceted pattern of positive influence that is far reaching and widely encompassing throughout the greater communities we serve. FTCC's uniqueness is reflected in a number of ways ranging from the educational perspective that opens its doors to all who seek hope, opportunity, and a brighter tomorrow via intellectual growth and job success by offering meaningful educational opportunities which changes lives for the better. Manifestation of this goal is reflected in the most recent college commencement in which we graduated our largest class of 1,985 students who launched their lives to more positive outcomes and possibilities.

FTCC is one of the largest employers in Cumberland County, which provides an outstanding place to work in an atmosphere that bolsters beauty, diversity, encouragement, and respect. In addition, FTCC's graduates and staff engage in our communities, across the nation, and internationally by contributing their skills, talents, volunteer time, and leadership skills through many avenues which fuels economic prosperity and service. The spiraling effect of all these combined characteristics is impressive and certainly something to celebrate. However, in our quest to resist the status quo and to continue to pursue greater excellence, we re-examine ourselves and how we serve others, setting our sights for more impressive achievement and higher benchmarks for successful service.

The 2015-2020 Strategic Plan centers on institutional goals which universally revolve around four primary areas: establishment of measurable goals in response to meeting student and community needs; establishment of a culture reflecting quality customer service; sustainability of excellent fiscal responsibility, accountability, and stability; and continued support of economic development through a greater focus on workforce preparedness. We approach these institutional goals with passion, enthusiasm, and expectation of a greater awareness of ourselves as a structured unit—openly recognizing our strengths and shortcomings—and responding by developing, implementing, and monitoring our executions to measure results.

The outcome of our efforts will, in turn, result in greater service to our students and others whom we serve through our College mission. Embracing teamwork with positive interactions which build on the strengths of each individual's talents will position us to achieve success and will enhance the educational experience to make it more meaningful and productive.

I welcome you to the next phase of our journey and thank you for your continued enthusiasm, support and engagement!

Sincerely,

A handwritten signature in cursive script, reading "J. Larry Keen".

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

- 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 Goals were originally adopted by the FTCC Board of Trustees, on September 16, 2013 and reaffirmed the goals on September 21, 2015.

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. Meet or exceed the NCCCS Performance Measures goals.
5. 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)
- 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,)
- Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5,)
- Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5,)
- Improve assessment plans with documented evidence of outcomes. (1)
- Create and administer a professional development program to support academic quality for student success. (1-5)

- Promote the use of research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at FTCC as well as other colleges that could be replicated. (1-5)
- Maintain memberships in relevant professional organizations and groups. (1-5)
- Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5)
- 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)
- More clearly define and articulate expectations for the role of instructional leaders. (1, 5)
- Create an effective Instructional Leaders course. (1, 5)
- Standardize blackboard shells to ensure more active learning for students. (1, 5)
- Increase Work-Based Learning and intern work opportunities for students (1, 2, 3)
- Provide a safe and secure learning environment. (5)

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:

- Explore the development of an Excellence in Service (EIS) course. (1-5)
- Ensure that faculty and staff understand 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 accurate 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)
- Continue to refine the two FTCC website portals. One website is focused for students, ensuring it remains user-friendly and focused to student needs while the other website is focused for 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)
- Create an effective grant and external funding program. (3)

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

1. Strengthen economic development in the College's service area.
2. Establish an effective job placement office.
3. Expand veterans support services.
4. Analyze Academic Programs 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)
- Expand student use of Career Coach and Internship.com during the admissions, registration and advising processes. (1)
- Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys. (1-5)
- 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)
- Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)

Approved FTCC Board of Trustees on September 21, 2015