

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Architectural Technology *As of: 8/24/2016 02:37 AM EST*

Mission / Purpose

The Architectural Technology program is designed to provide individuals with the knowledge and skills that can lead to employment in the field of one of the associated professions.

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

SLO 1: ARC-213 Design Project

Students will demonstrate their proficiency in commercial construction by being given a project in their final semester Spring 2015 in the Architectural Technology Department. It will encompass a commercial building that each student will complete by producing a final working drawing set for a project of their choosing. Students will be evaluated on site research and land use, code compliance of design, use of drafting standards, professionalism, and overall design. This project will assess students' ability to communicate using technical language in annotations, notes, and schedules. Site research and code compliance will demonstrate students' analytical and critical thinking capabilities in solving real world situations. Computer literacy will be demonstrated by the production of construction documents using Computer Aided Drafting software and the ability to use large format plotters. Accuracy will be determined by the Architectural Technology faculty. A department approved project rubric will be used to evaluate each project to identify any areas where student's may be deficient to determine whether changes need to be made to the course.

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 1: ARC-213 Design Project

What: Student knowledge of commercial construction will be measured. This project will assess students' ability to communicate using technical language in annotations, notes, and schedules. Site research and code compliance will demonstrate students' analytical and critical thinking capabilities in solving real world situations. Computer literacy will be demonstrated by the production of construction documents using Computer Aided Drafting software and the ability to use large format plotters.

How: In the last quarter of the Spring, 2015 semester students will be evaluated on an assignment to plan a commercial structure and produce a final set of commercial construction documents. This project will be created by the ARC faculty. All students enrolled in ARC-213 Design Project will be administered the project. Who: Tim Peppers will administrate and collect the data upon completion of the project and will use a department approved project rubric to evaluate each project. Why: A design project covering all material to-date will yield data to identify any areas where student's may be deficient to determine whether changes need to be made to the course. This project will help ARC faculty to evaluate the curriculum and course content and if it is meeting the needs of the students. When: Students will be evaluated in the last quarter of the Spring, 2015 semester.

Source of Evidence: Project, either individual or group

Target:

ARC-213 Architectural Technology student's will be given a final commercial design project and Architectural Technology faculty will determined that more than 80 percent of the students received quality grade of 80% or better based on total points earned. Students will be evaluated by the use of a department approved rubric. Students will demonstrated a proficient knowledge of commercial buildings, commercial building codes, and graphic standards/communication.

Connected Document

[ARC-213 Design Project Rubric](#)

Reporting Finding (2014-2015) - Target: Met

ARC-213 Architectural Technology student's were given a final commercial design project and Architectural Technology faculty determined that more than 80 percent of the students received quality grade of 80% or better based on total points earned. Students were evaluated by the use of a department approved rubric. Students demonstrated a proficient knowledge of commercial buildings, commercial building codes, and graphic standards/communication.

Connected Document

[ARC 213 Findings](#)

Reporting Finding (2013-2014) - Target: Met

Architectural Technology students were given an estimating assignment by the instructor in CST-241 Planning and Estimating class. Architectural Technology faculty, after reviewing the estimating tests and outcomes, determined that the Architectural Technology students were properly tested by the instructor of CST-241. This test consisted of an estimating project of a building structure. Tests results concluded that 80% of the Architectural Technology students that were enrolled in the CST-241 class received a quality grade of 80% or better and their overall ability at estimating the cost of a given structure was demonstrated. The Architectural Technology faculty determined that it was not necessary to continue this evaluation with additional tests.

Connected Document

SLO 2: ARC-210 Intro to Sustain Design

Students knowledge of Sustainable Design will be assessed by being given project that will be presented in their final semester Spring 2015 in the Architectural Technology Department. It will allow the faculty to evaluate the student's understanding of sustainable design as it is applied to a residential building. A department approved presentation rubric will be used to evaluate each presentation to examine students' ability to communicate ideas effectively using American Standard English. Students will demonstrate socialization skills and cultural awareness by communicating their design's effect on the environment and by presenting statistical and calculated data for water consumption, thermal envelop, energy consumption/conservation, and land use. The presentations will require students to critically analyze a given site and make logical decisions to mitigate energy and water consumption and take advantage of any resources that are available to the site.

Connected Document

[ARC210 Sustainable Design Rubric](#)

Relevant Associations:

General Education/Core Curriculum Associations

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

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: ARC-210 Intro to Sustain Design

What: Student proficiency in ARC-210 Intro to Sustain Design will be assessed. How: A design project in the course work given in ARC-210 Intro to Sustain Design will be administered to the students. This project will require the students to complete and demonstrate their understanding of sustainable design as it applies to architecture. The ARC-210 Intro to Sustain Design instructor will develop the design project and the department chair will review it. All students enrolled in Intro to Sustain Design ARC-210 will be tested. A department approved presentation rubric will be used to evaluate each presentation to examine students' ability to communicate ideas effectively using American Standard English. Students will demonstrate socialization skills and cultural awareness by communicating their design's effect on the environment and by presenting statistical and calculated data for water consumption, thermal envelop, energy consumption/conservation, and land use. The presentations will require students to critically analyze a given site and make logical decisions to mitigate energy and water consumption and take advantage of any resources that are available to the site. Who: The study will be evaluated by the ARC faculty. Why: The evaluation will demonstrate knowledge of sustainability in architecture and will produce data that can focus faculty efforts in developing a stronger association in the architectural technology department with the current trends in sustainable design When: Students will be evaluated the last quarter of the Spring Semester, 2015.

Source of Evidence: Presentation, either individual or group

Connected Document

[ARC210 Sustainable Design Rubric](#)

Target:

ARC-210 Sustainable Design class will be given a sustainable test/project. Architectural Technology faculty will grade the Architectural Technology student's test/project and determined if more than 80 percent of the students received quality grade of 80% or better on the overall ability to understand and design a building with considerations of sustainability. Students will need to demonstrate a proficient knowledge of Sustainable Design as it relates to residential and commercial building concepts.

Connected Document

[ARC210 Sustainable Design Rubric](#)

Reporting Finding (2014-2015) - Target: Met

The Architectural Technology students enrolled in the ARC-210 Sustainable Design class were given a final project by Mr. Mark Irwin. This project was to show that the Architectural Technology students had a proficient knowledge of sustainable design as it relates to both residential and commercial building concepts. Mr. Irwin reported that better than 80% of the students that attempted the project received a quality grade of 80% or better in their overall ability to understand and design a building with considerations of sustainability. The students built a model of a residence that was thermodynamically functional. The Architectural Technology department chair, reviewed the data and concluded that the project was adequate and the results were above the required 80%.

Connected Document

Reporting Finding (2013-2014) - Target: Met

The Architectural Technology students enrolled in the ARC-210 Sustainable Design class was given a test/project by Mr. Timothy Peppers. This project was to show that the Architectural Technology students had a proficient knowledge of sustainable design as it relates to both residential and commercial building concepts. Mr. Peppers reported that 80% of the students tested received a quality grade of 80% or better in their overall ability to understand and design a building with considerations of sustainability. The Architectural Technology department chair, after reviewing the data, concluded that the testing was adequate and the results were above the 80% required.

Connected Document

SLO 3: ARC 131 Building Codes

Students will be administered a comprehensive examination of the NC Residential Building Code. Students will demonstrate critical thinking by analyzing various code situations and using the NC Residential Code to prescribe the accepted solution. Students will perform calculations based on data collected from tables, formulas, and constants given in the building codes and quantitative competencies will be assessed. This examination will evaluate students' ability to navigate, interpret, and perform calculations from the NC Residential Building Code.

Relevant Associations:

General Education/Core Curriculum Associations

- 2 Use critical thinking to analyze problems and make logical decisions.
- 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 3: ARC- 131 Building Codes

What: Students' quantitative competency and critical thinking skills within the parameters of the NC Residential Building code will be assessed. How: At the end of the course students will be given a comprehensive examination to assess each student's understanding of the course material in ARC 131 Building Codes course. Who: All student's in the course will be evaluated. The ARC 131 instructor will create and administer the examination. Upon collection of exam scores, all scores will be averaged and an average of 80 percent or above will be considered successful for this assessment. Why: This exam will determine student's competency in problem solving and quantitative analysis within the parameters of the building code and will help faculty determine where improvements can be made to the course. When: Students will be evaluated the end of the Spring Semester, 2015. [[Preview Formatting](#)]

Source of Evidence: Standardized test of subject matter knowledge

Connected Document

[Building Codes Final Exam](#)

Target:

ARC-131 Building Codes exam will be administered at the end of the Spring 2015 semester. Architectural Technology faculty will review student's examination scores and determine whether more than 80 percent of the students received quality grades of 80% or better on the overall exam. Architectural faculty will examine categories of questions to determine areas that students were deficient and decide where changes need to be implemented in the course.

Reporting Finding (2014-2015) - Target: Met

ARC-131 Building Codes exam was administered at the end of the Spring 2015 semester. Architectural Technology faculty reviewed student's examination scores and it was determine that 100 percent of the students received quality grades of 80% or better on the overall exam. Architectural faculty examined categories of questions and determine that the areas that students were deficient was varied and there was no particular area that warranted revision.

Connected Document

[ARC 131 Findings](#)

Reporting Finding (2013-2014) - Target: Met

The Architectural Technology faculty based on collected data and drawings decided that ARC-221 3D CAD class would continue using AutoCAD as it's primary software and Revit exclusively for the Design Classes. Studies, phone calls and emails with local architectural firms conclude that AutoCAD is still the dominate CAD software being used in the Fayetteville, NC region. Reports from graduates working in the Raleigh and Charlotte areas of NC are reporting that Architectural firms are using Revit software. The Architectural Technology faculty needs to continue to survey architectural firms both locally and in surrounding cities to continue to determine what is the industry standard software.

Connected Document

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

Continue using AutoCAD and upgrade with latest versions

The results indicated that although students exhibited their ability to understand and demonstate their ability to use a widely used commercial CAD program, we must continue to provide them with the most current CAD software

training. Conclusion is that if students are going to compete in today's industry they must be trained on the most current and up-to-date CAD software.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Implementation Description: Up grade AutoCAD, Revit and consider installing Microstation software

Responsible Person/Group: Phyllis Bell

Additional Resources: \$ cost CAD software

Portfolio

Students are required to produce a "professional portfolio" upon the completion of Spring 2010. Even though certain parameters are stated, students are encouraged to express creative ideas to construct a portfolio that represents their own unique talents. The instructor have students problem solve to come up with unique ideas for layout and design of their portfolio. A mock up is required to begin the design phase of their portfolio. The instructor has to closely monitor the work being done to fairly evaluate each student. A rubric would be helpful to determine the amount and/or quality of work on the final portfolio [[Preview Formatting](#)]

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: High

Implementation Description: Final Exam Spring 2010

Projected Completion Date: 06/2010

Responsible Person/Group: Department Chair

Additional Resources: Paper, color pencils, markers

Budget Amount Requested: \$1,000.00 (recurring)

To achieve the goal of 80 percent of the total number of students receiving a score of 80 percent or better, exam review and rem

Concepts and information will be reintroduced to students in review and more lab time will be implemented to reinforce concepts dealing with construction materials.

Established in Cycle: 2009-2010

Implementation Status: Planned

Priority: Medium

Implementation Description: Students are to receive more review with their instructor and more lab time will be given for students.

Projected Completion Date: 12/2010

Responsible Person/Group: Timothy Peppers

Additional Resources: None

Budget Amount Requested: \$0.00 (no request)

Connected Document

[ARC210 Sustainable Design Rubric](#)

Physics department to develop instruction that relates to Architecture

Students in the Architectural Technology Department are concerned that the instruction they are receiving in their PHY-121 class does not relate to their curriculum courses. After taking the class, they do not understand that there is a correlation between architecture and physics. The department chairs of each department and the instructors are working to help the students gain a better understand of how physics has an important role in architecture. Architectural Technology Instructors will collaborate with the Physics department to help insure that the instruction in PHY-121 has a correlation with the instruction they are receiving in the Architectural Technology Department.

Established in Cycle: 2010-2011

Implementation Status: Planned

Priority: Medium

Implementation Description: Architectural Technology code instructor teaching will meet with the PHY-121 instructor so that they can how the physics instructor can use architectural examples in explaining concepts of physics.

Projected Completion Date: 05/2012

Responsible Person/Group: Phyllis J. Bell Calton Hall

Additional Resources: none

Budget Amount Requested: \$0.00 (no request)

Physics

A committee of Architectural Technology faculty, Division Chair and Dean will meet to decide if physics should continue to be required for the AAS Architectural Technology Degree. The results of the meeting will be published and implemented for FALL 2013.

Established in Cycle: 2011-2012

Implementation Status: Planned

Priority: High

Implementation Description: Meeting

Projected Completion Date: 05/2013

Responsible Person/Group: Phyllis J. Bell Tim Peppers Beymer Beville Daryle Nobles

Additional Resources: none

Budget Amount Requested: \$0.00 (no request)

Inquires on software and hardware needs of industry.

Yearly inquires or surveys on software and hardware needs of industry in Cumberland County and surrounding counties of NC for the Architectural Technology Department.

Established in Cycle: 2013-2014

Implementation Status: Planned

Priority: High

Implementation Description: Send out inquiry emails, visit in person, or call

Responsible Person/Group: The Architectural Technology Faculty

Additional Resources: none

Research Effective Assessments

Architectural faculty will research new assessment techniques that are more effective at yielding more useful data that suggests areas that require changes.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Implementation Description: Faculty will research new assessments and new areas to assess that will foster changes in teaching methods, course content, and evaluate overall effectiveness of instructional techniques

Projected Completion Date: 10/2015

Responsible Person/Group: Architectural Faculty

Annual Report Section Responses

Program Review (Academic Units)

Attached is the most recent academic program review.

Connected Document

[ArchitecturalProgramReview2014](#)

Advisory Comm. Minutes (Academic Units)

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

Connected Document

[AT_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](#)

ARC-213 Design Project

CATEGORY	3	2	1	0	Points
Site Research and Land Use	The student presented evidence of extensive research concerning the chosen site and/or utilized land with appropriate consideration to zoning ordinances and all other deed restrictions that pertained to the site.	The student presented adequate evidence of research concerning the chosen site and utilized land with appropriate consideration to zoning ordinances and all other deed restrictions that pertained to the site.	The student presented inadequate evidence of research concerning the chosen site and utilized land with appropriate consideration to zoning ordinances and all other deed restrictions that pertained to the site.	The student did not research the site or use land within the restrictions of the zoning ordinances or other restrictions imposed by the deed.	
Code Compliance	The student's design was in total compliance with the NC Building Code	The student's design was in substantial compliance with the NC Building Code	The student's design was in poor compliance with the NC Building Code	The student's design was not in compliance with the NC Building Code	
Drafting Standards	Student's drawings employed an accurate use of accepted drafting standards.	Student's drawings satisfactorily employed an accurate use of accepted drafting standards.	Student's drawings had some inaccuracies in the use of accepted drafting standards.	Student's drawings did not satisfactorily employ an accurate use of accepted drafting standards.	
Professionalism	The student's presentation of the commercial design is of professional quality.	The student's presentation of the commercial design is of satisfactory professional quality.	The student's presentation of the commercial design has elements that lack professional quality.	The student's presentation of the commercial design lacks professional quality.	
Overall Design	The student's project was well designed.	The student's project was satisfactorily designed.	The student's project was lacking elements of good design	The student's project was of poor design.	

Name(s): _____

Grade Scale ➤

90-100%	A	Excellent	15
80-89%	B	Above Average	12
70-79%	C	Average	9
60-69%	D	Below	6
below 60%	F	Poor	3

Overall Grade ➤ _____

Comments: _____

ARC 213 Design Project									
Student Name	Building Envelop	Water Conservation	Alternative Electric Power	Passive Design	Overall Design	Total Score	Percentage	Assessment Value	
	3	3		3	3	3	15	100	1
	2	3		2	3	3	13	86.6666667	1
	3	3		2	3	3	14	93.3333333	1
	3	3		3	3	3	15	100	1
	2	3		3	3	2	13	86.6666667	1
	3	3		3	3	2	14	93.3333333	1
	2	2		2	3	3	12	80	1
	2	3		2	2	3	12	80	1
	3	2		3	3	2	13	86.6666667	1
	3	2		3	2	2	12	80	1
							0	0	0
Average Score						12.09090909	80.6060606	0.909090909	
							Assessment Percentage	90.90909091	

ARC-210 Sustainable Design Residential Project

CATEGORY	3	2	1	0	Points
The Building Envelope	The student took into consideration the off grid design for the existing lot and used this information in designing the residential building envelope.	The student took into consideration the off grid design for the existing lot and used 80% of this information in designing the residential building envelope.	The student took into consideration the off grid design for the existing lot and used 60% of this information in designing the residential building envelope.	The student did not take into consideration the off grid design for the existing lot and did not use this information in designing the residential building envelope.	
Water Conservation	The student's residential design included water conservation considerations in their design.	The student's residential design included some water conservation considerations in their design.	The student's residential design included a few water conservation considerations in their design.	The student's residential design did not include any water conservation considerations in their design.	
Alternative Electrical Power	The student's residential design included alternative electrical power considerations in their design.	The student's residential design included two alternative electrical power considerations in their design.	The student's residential design included one alternative electrical power considerations in their design.	The student's residential design included no alternative electrical power considerations in their design.	
Passive Design	The student's residential design included passive/solar considerations in their design.	The student's residential design included an element of passive/solar considerations in their design.	The student's residential design included an option for future passive/solar considerations in their design.	The student's residential design did not have any element of passive/solar considerations in their design.	
Overall Design	The student's residential design was well thought out to include all aspects of Sustainability.	The student's residential design contained some of the categories with <i>some aspects of Sustainability</i> .	The student's residential design was lacking in the categories with <i>some aspects of Sustainability</i> .	The student's residential design was poorly thought out and contained <i>no aspects of Sustainability</i> .	

Name(s): _____

Grade Scale ➤

90-100%	A	Excellent	15
80-89%	B	Above Average	12
70-79%	C	Average	9
60-69%	D	Below	6
below 60%	F	Poor	3

Overall Grade ➤ _____

Comments: _____

ARC 210 Intro to Sustainable Design									
Student Name	Building Envelop	Water Conservation	Alternative Electric Power	Passive Design	Overall Design	Total Score	Percentage	Assessment Value	
	3	3	3	3	3	15	100	1	
	2	3	2	3	3	13	86.6666667	1	
	3	3	2	3	3	14	93.3333333	1	
	3	3	3	3	3	15	100	1	
F	2	3	3	3	3	2	13	86.6666667	1
	3	3	3	3	3	2	14	93.3333333	1
P	2	2	2	3	3	3	12	80	1
I	2	3	2	2	2	3	12	80	1
	3	2	3	3	3	2	13	86.6666667	1
	3	2	3	2	2	2	12	80	1
						0	0	0	
Average Score						12.09090909	80.6060606	0.909090909	
							Assessment Percentage	90.90909091	

Name: _____

Directions: Using the North Carolina Residential Code, and beginning with chapter 3, address the following issues. Provide the section number and prescribed solution.

1. Name the loads that a building must be designed to resist.
2. What end result of the structural system of a building design according to Section 301.1.
3. If design requirements exceed those mentioned in Section 301.1 what should be done?
4. Name two natural occurrences that regulate buildings based on height and type of construction material and are categorized by geographic locations.
5. List the five standards for regulating buildings in localities where basic wind speeds exceed 110 mph.
6. Which seismic category(s) does North Carolina fall under?
7. What is the basic wind speed for Cumberland County?
8. What is the basic wind speed for Topsail Island?
9. What is the average snow load for North Carolina?
10. What is the termite infestation probability for North Carolina?
11. What is the decay for North Carolina?
12. What is the maximum snow load that the code addresses?
13. Define dead load.
14. Define live load.
15. What is the live load for sleeping rooms?
16. What is the live load for stairs?
17. What is the live load for decks?
18. What are the design criteria for live loads of stair treads?
19. How should roof load be determined (2 tables)?
20. For calculating the allowable deflection (or bending), (H) = Height and (L) = Length. (H) is used for vertical members such as walls and (L) is used for horizontal members such as floors and roofs. Calculate the allowable deflections of the following structural members. Refer to table 301.6.
 - Note: Use the equation provided in the right hand column of the table to determine how much deflection is allowed.
 - Example: 20'-0" floor member
 1. Use $L/240$ (from the right hand column table 301.6)
 2. Substitute the length of the member for (L)
 3. $20/240$
 4. Reduce and get $1/12$ or 0.0833
 5. This is the amount of deflection or bending of that member that allowed by the code for a 20'-0" floor member
 - a. 10'-0" exterior wall
 - b. 9'-0" interior wall
 - c. 30'-0" floor members
21. Are the dimensions listed in the code actual or nominal?

Name: _____

22. What is the fire resistive rating of exterior walls with a fire separation of less than 3'-0"?
23. The code does not allow for openings in exterior wall with a fire separation of less than 3'-0". How is this separation measured?
24. What are the two exceptions to the openings that are prohibited by the code that is addressed in question #23?
25. Define habitable room.
26. What is the minimum openable area to the outdoors of the floor area to be ventilated?
27. What are the two exceptions to natural ventilation?
28. Interpret section 303.2 with a sketch that explains the regulation in graphic form.
29. If no mechanical and artificial lighting is provided in a bathroom what is the minimum area of the window that must be provide for natural light and ventilation? How much of that window should be openable?
30. How are stairs to be lighted?
31. How many habitable rooms are required as minimum in a dwelling unit?
32. What is the minimum gross square footage of a room that is considered habitable?
33. What is the minimum horizontal distance of a habitable room?
34. If a bonus room has a portion of the ceiling that only measures 5'-0" from the finished floor can that area where the ceiling is 5'-0" be part of the required gross floor area?
35. What is the minimum ceiling height of a habitable space? List any exceptions.
36. What is required by code in every kitchen?
37. In general terms what is the purpose of a wall according to the building code?
38. What is the minimum grade of lumber that can be used for wall framing?
39. What is the maximum spacing for bearing 2x4 wall studs for a wall that is less than 10'-0" tall, supporting a roof and ceiling only?
40. What is the maximum spacing for bearing 2x6 wall studs for a wall that is less than 10'-0" tall, supporting a roof and ceiling only?
41. What size lumber and what spacing should be used in a wall that is 20'-0" tall supporting a roof and one floor?
42. What size lumber and what spacing should be used in a wall that is 20'-0" tall supporting two floors and one roof?
43. How should corners of a structure with wood framed walls be constructed where the top plates come together?
44. What is the minimum nominal dimension of the sole plate?
45. Name the number, type of nails, and spacing that should be used for each of the following situations?
 - a. Ceiling joist to plate, toe nailed
 - b. Joist to sill or girder, toe nailed
 - c. Sole plate to joist or blocking, face nailed
 - d. Double top plates
 - e. Rafter to plate
 - f. Built up girders and beams
 - g. Roof rafters to ridge
 - h. ½ in. gypsum board

Name: _____

- i. 5/8 in. gypsum board
 - j. Rafter to plate
 - k. 1/2 in. sub-flooring
 - l. 1/2 in. roof sheathing
46. What is the maximum distance away from the bearing of a floor system, that a notch can be cut into the floor system
 47. When the top plate is cut, what should be used to bridge the two sections of the top plate?
 48. What type of support does let in bracing provide for a wall?
 49. Sketch three examples of partition connections at corners and posts?
 50. What is the maximum percentage of an exterior stud that can be bored through?
 51. What is the maximum percentage of a top plate that can be bored through?
 52. What is the maximum span of a header made up of 2-2x4's in a building that is 36'-0" wide.
 53. What is the maximum span of a header made up of 2-2x4's in a building that is 20'-0" wide.
 54. Where should fire-blocking be placed in a wall?
 55. What is the minimum thickness of fire blocking?
 56. What does the cripple wall bear on?
 57. What is the maximum span for box headers that are sheathed on one side, that have depth of 9 inches for a house that is 24'-0" deep?
 58. How many methods are there for bracing wall lines?
 59. From the beginning of the wall line, bracing must be provided within how many feet of the wall?
 60. What is the angle for let in bracing?
 61. If bracing requirement exceed that which is allowable by code how should wall be designed?
 62. When does a masonry design not require an architectural seal?
 63. What is the minimum allowable thickness of masonry units that bear more than one story?
 64. What is the minimum allowable thickness of masonry units that bear one story?
 65. When designing rough coursed masonry what is the minimum allowable thickness?
 66. Define parapet wall.
 67. What is the minimum allowable thickness for parapet walls that are unreinforced?
 68. What is the maximum allowable height of a unreinforced parapet wall?
 69. When different types and quality masonry is used what determines the allowable stresses for design?
 70. What is the height limitation for unsupported masonry piers?
 71. How should hollow piers be capped?
 72. How should stack bond be reinforced?
 73. What is the maximum span between vertical reinforcement in solid or grouted load bearing masonry walls?
 74. What is the maximum span between vertical reinforcement in solid or grouted non-load bearing masonry walls?
 75. In your own words, what does the code say about bonding patterns?

Name: _____

76. For interior load bearing walls, what are the minimum reinforcement requirements?
77. How should roof structures be attached to masonry walls?
78. How should masonry walls be anchored to the floor?
79. The floor structure for masonry walls acts as what type of bracing mechanism?
80. What is the minimum thickness for ledgers?
81. What is the minimum joist bearing for masonry walls?

Using fig. 606.10(1)

82. According to the illustrations in fig. 606.10.(1), what is the minimum size and spacing for rafters attached to the top of a masonry wall?
83. According to the illustrations in fig. 606.10.(1), what is the minimum depth of anchor bolts embedded into a masonry wall?
84. When a second floor is connected to a masonry wall by butting against the inside face, what is the minimum embedded bolt length that is required to hold the floor to the wall?

Using fig. 606.10(2)

85. According to fig. 606.10(2) what is the minimum bar size for reinforced masonry walls?
 - a. What is the horizontal spacing?
 - b. What is the vertical spacing?
86. When using a reinforced vertical column, what is the maximum depth from the top of the column to the uppermost reinforcing bars? What size are the bars and how should they wrap the anchor bolts and vertical bars?
87. How should a interior stud wall that butts a masonry wall attach to the exterior masonry wall?
88. How should dowels overlap when bars extend from the foundation wall to the exterior wall?
89. How many bars are required in a bond beam and what size should they be?
90. What is the minimum height for crawlspaces?
91. What type of mortar is required for foundation walls?
92. Define head joint.
93. Define bed joint.
94. What is the minimum thickness of mortar required for head and bed joints?
95. What is the allowable tolerance for head and bed joints?
96. Are voids in joints permitted?
97. How should wall ties be installed (2 ways)?
98. What is the minimum beam support allowed to bear beams on a solid masonry wall?
99. What is the maximum spacing for adjustable wall ties?
100. What is the specified thickness of standard units of glass block?

ARC 131 Building Codes		
Student Name	Total Score	Assessment Value
	0	0
	82	1
	90	1
	90	1
	80	1
	87	1
	93	1
	96	1
	82	1
	85	1
	0	0
	98	1
	85	1
S E.	83	1
Average Score	71.36363636	0.818181818
	Assessment Percentage	81.81818182

Fayetteville Technical Community College

Academic Program Review

ARCHITECTURAL TECHNOLOGY

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

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Fayetteville, North Carolina 28303-0236

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

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

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

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

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

A. Provide a description of the program.

Program Description, in the College Catalog—Pathway umbrella listing of Building Construction Technology & Architecture per NCCCS below:

These curriculums are designed to prepare individuals to apply technical knowledge and skills to the fields of architecture, construction, construction management, and other associated professions.

Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations.

Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

Program description of Architecture, independently of Pathway listing, per College Catalog listed below:

Architectural Technology:

A program that prepares individuals to assist architects, engineers, and construction professionals in developing plans and related documentation for residential and commercial projects in both the private and public sectors. Includes instruction in architectural drafting, computer-assisted drafting, construction materials and methods, environmental systems, codes and standards, structural principles, cost estimation, planning, graphics and presentation.

This curriculum is designed to prepare individuals to apply technical knowledge and

skills to the fields of architecture, construction, construction management, and other associated professions.

Course work includes instruction in sustainable building and design, print reading, building codes, estimating, construction materials and methods, and other topics related to design and construction occupations.

Graduates of this pathway should qualify for entry-level jobs in architectural, engineering, construction and trades professions as well as positions in industry and government.

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.

Architectural Technology Mission Statement:

The architectural Technology program is designed to provide individuals with the knowledge and skills that can lead to employment in the field of one of the associated professions.

The Architectural Technology curriculum provides individuals with a learning based environment that fosters the knowledge and skills that can lead to employment in the field of architecture or one of the associated professions.

Students receive instruction in construction document preparation, materials and methods, environmental and structural systems, building codes and specifications, and computer applications as well as complete a design project. Optional courses may be provided to suit specific career needs and provide students with credentials to specialize in the growing fields of architecture, engineering, and construction. Upon completion, graduates have career opportunities within the architectural, engineering, and construction professions as well as positions in industry and government.

The Architecture program's faculty and staff establish a culture of quality customer service by actively advising students on a daily basis. Advisors work closely with students to ensure that each student is paced for graduation and is made aware of any academic obligations that they may be required to satisfy curriculum requirements. Advisors assist in guiding students to the appropriate campus resource to handle situations that arise in financing education, tutoring services, special needs, and even counselling services.

Advisors work with student to establish an end goal to their education at the College. Students are guided either into the workforce or to continue their education. Each student is advised as to the best course of action concerning their personal goals. Advisors often help to place students in local job vacancies and help students to prepare the required paperwork, projects, and portfolios for acceptance into other programs beyond the Associate Degree level.

Through our customer service efforts, the Architectural department also focuses on workforce preparedness to support economic development by ensuring that each graduate, regardless of their personal goal, is employable and can satisfy the needs of the design industry. Graduates are placed in jobs as they become available and are directed to resources that can foster better job opportunities for the graduate.

The use of networking through organizations such as the National Home Builders Association and the US Green Building Council introduces student to those companies

and individuals that are currently operating in the industry. Students are encouraged to use the networks that are provided by the program and also any other networks outside the program that may give them access into the field that they are pursuing.

The Architectural Technology Program at FTCC is striving to provide the latest training, equipment, and software for a diverse industry that is constantly changing. It is our objective to match this diverse industry with distinct graduates that have a variety of skill sets to fulfill the needs of such a broad industry. The program will continue to provide quality instruction in the technical and vocational skills and knowledge that is common throughout the architectural, engineering, and construction industry.

In an effort to support the growth of a robust program, the Architectural Department will seek to increase enrollment by the creation of an online certification in Green Sustainable Architecture that utilizes FTCC's existing efforts to promote distance learning. This takes advantage of an existing industry driven certificate program steered by our advisory committee in 2009 and expands it globally to meet both the educational need of our transient local population and our global economy.

The Architectural Technology Program will establish a means of measuring both institutional effectiveness and industry qualifications by providing industry certified instruction and certification. We are currently seeking to be established as an Autodesk Certified training and testing center. This will offer an industry recognized certification that can be offered to any student that takes the required amount of hours of instruction and opts to sit for examination.

The Architectural Technology program will support the College's mission by establishing measurable goals that are industry recognized and by expanding existing certification programs to meet the global demand for distant learning. Through one-on-one student advisement, the Architectural Technology Program will continue to ensure that architectural students achieve their goals and are able fulfill the requirements of the architectural, engineering, construction, and manufacturing industries.

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

Currently, 2 Units of Algebra or placement test equivalent are the only requirements. This requirement is due to the high demand of math skills involved in architecture and related fields.

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.

Articulation Agreements:

The University of North Carolina at Greensboro:

This agreement allows students to gain advanced transfer standing through the 2Plus program based on AAS degree and approved departmental course credit towards a BS Degree in Interior Architecture.

Last Reviewed, Updated, & Approved: October 17, 2012

East Carolina University:

This agreement accepts students with approved AAS Degrees into the School of Industry and Technology

Last Reviewed, Updated, & Approved: November 6, 2007

Franklin College:

This agreement accepts students with approved AAS degree course work to enter BS programs either as transfer or concurrent students.

Last Reviewed, Updated, & Approved: August, 2006

North Carolina Agricultural & Technical:

Currently working on articulation. This institution has recently recruited heavy from our program.

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.

Local Businesses

Detter & Associates: James Detter
1220 Fort Bragg Rd, Fayetteville, NC 28305
(910) 485-7778

Crawford Designs: Del Crawford
116 N Cool Spring St, Fayetteville, NC 28301
(910) 221-0033

LSV Partnership: Chris Frank
209 Fairway Dr, Fayetteville, NC 28305
(910) 485-4108

Flemming & Associates: Rosanna Tucker
1004 Hay St, Fayetteville, NC 28305
(910) 433-2825

PWC: Joe Glass

Area Schools

High School Connections: Students earn college credits that also count as elective towards high school graduation. This program allows student to earn a certificate in Green Sustainable Architecture. The college credits earned can be applied towards the Architectural Associate degree if students choose to continue their college education with FTCC.

Project Graduation- Senior Project Mentor:
Aid high school seniors choosing Architecture as their senior project in the research and presentation of the field of architecture for their final presentation

Community/Civic Organizations

Fayetteville Area Habitat for Humanity: Volunteer for Sweat Equity hours
310 Green Street Suite 110
Fayetteville NC 28302

National Homebuilders Assoc.: Re-establishing the current student chapter
Page Browning Or Mary Byrnes
(910)826-0648
2935 Breezewood Ave
Fayetteville N.C. 28303

U. S. Green Building Council: Current Member of Triangle Chapter of the USGBC
Membership in this organization allows for training and networking in the sustainable design/building industry.

Sustainable Sandhills: Networking with this organization allows for students to obtain training and certification to evaluate local businesses for certification or recertification as a Green Business. Students learn to evaluate businesses based on their sustainable business practices.

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.

Fall Semester 1		
ARC111	Intro to Arch Technology	3
ARC112	Constr Matls & Methods	4
ENG111	Writing and Inquiry	3
MAT121	Algebra/Trigonometry I	3
or		
MAT171	Precalculus Algebra	4
Humanities/Fine Arts Elective		3
Spring Semester 1		
ARC113	Residential Arch Tech	3
ARC114	Architectural CAD	2
ARC114A	Architectural CAD Lab	1
ARC131	Building Codes	3
CST241	Planning/Estimating I	3
PSY118	Interpersonal Psychology	3
or		
PSY150	General Psychology	3
Summer Semester 1		
ARC221	Architectural 3-D CAD	3
ARC240	Site Planning	3
Fall Semester 2		
ARC132	Specifications & Contracts	2
ARC211	Light Constr Technology	3
ARC230	Environmental Systems	4
ARC231	Arch Presentations	4
COM120	Intro Interpersonal Com	3
or		
COM231	Public Speaking	3
Spring Semester 2		
ARC210	Intro to Sustain Design	2
ARC213	Design Project	4
ARC235	Architectural Portfolio	3
ARC261	Solar Technology	2
Major Elective		1

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

Students that successfully complete the Architectural Technology program will demonstrate skills learned through the curriculum by preparing a professional portfolio. This portfolio will showcase the variety and depth of skills learned in the program. This portfolio not only compiles student's work, but also equips students for job interviews and interviews with design programs at the University level. Competencies demonstrated in these portfolios are basic drafting methods and standards (both by hand and computer aided), knowledge of building construction and methods, fluency in graphic communication, software proficiency in both drafting and building information modelling, knowledge of graphic reproduction processes, and presentation skills.

Besides those skills exhibited in the student portfolio, students must produce a cap stone project which entails producing construction documents for a commercial structure of their choosing. Students must perform preliminary code and site research and present their building in a bound set of drawings that describe its compliance with current standards and ordinances, and communicates the graphic portion of the construction contract.

The Design Project was evaluated in the last quarter of the Spring, 2013. This project was created by the Architectural faculty. All students enrolled in ARC 213 Design Project were administered the project. The instructor of the class collected the data upon completion of the project and a panel of Architectural faculty reviewed the results. A design project covering all material to-date yielded data concerning student strengths and weaknesses in commercial design. This project helped faculty to validate curriculum and course content. Students were evaluated and the benchmark of 80% satisfactory completion was met. More than 80 percent of the students received a grade of 80% or better. Students demonstrated a proficient knowledge of building materials, construction, and graphic/drafting standards used in architectural drawing. The Architectural Technology faculty met and reviewed the collected data. It was determined that ARC-213 Design Project class was meeting the goals established by the Architectural Technology department and the state of NC and ensured that students possessed the skills to work in an architectural and engineering office and could meet the needs of the workforce.

In the spring of 2014, the ARC-210 Sustainable Design students were given a sustainable design project. Architectural Technology faculty determined that if more than 80 percent of the students received quality grade of 80% or better on the final presentation that this would be sufficient to measure the student's overall ability to understand and design a building with considerations to sustainability. Students demonstrated a proficient knowledge of Sustainable Design as it relates to residential and commercial building concepts.

The Architectural Technology students enrolled in the ARC-210 Sustainable Design class were given a project that required the presentation an off-grid residence. This project was to show that the Architectural Technology students had a proficient knowledge of sustainable design as it relates to residential building concepts. The objective in evaluating this particular course was to make sure that the curriculum addresses new issues in architectural design, namely in sustainability. Upon completion it was reported that 80% of the students tested received a quality grade of 80% or better in their overall ability to understand and design a building with considerations of sustainability. The Architectural Technology department chair, after reviewing the data, concluded that the testing was adequate and the results were above the 80% required. Students were evaluated by the rubrics submitted as Attachment 1.

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?

Building design, drafting, and building analysis software is updated annually to ensure that students have the skills to operate the most current versions of software in the industry.

Recently the curriculum has been revised to include a certification in Green Sustainable Architecture to train students to design using conservation standards and to keep up with the growing expectations in the field of sustainability and green building design.

The architectural department has also created a certificate program for those who would like to specialize in landscape architecture that permits architectural students to study landscape design and plant identification with the FTCC horticulture students.

The department is currently working to create a Building Information Modeling certification that will be geared towards those in the industry that are seeking certifications and those students that already have basic computer aided drafting skills. This certification could potentially not only be attractive to those that are currently in industry but also to former graduates that graduated before this new technology was implemented.

These new certificates have been latticed into the current curriculum to allow students to specialize in particular areas of architecture and architectural technology, and to gain credentials to obtain entry level positions in their particular area of specialization. This simultaneously giving graduates the advantage of having multiple certifications related to the field of architecture and can make graduates more marketable to prospective employers.

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?

Networking through professional organizations helps to maintain currency in the curriculum. Membership in organizations with people of like interests helps to create a resource to stay abreast of industry changes. The architectural program strives to continue to create new relationships both on the faculty and student level to guarantee that everyone involved in the program has access to the industry. This allows the program as a whole to meet industry requirements. To date the Architectural program has partnered with:

Kingdom Community Development
Habitat For Humanity
Fayetteville Home Builders Association
US Green Building Council
Sustainable Sandhills

Through advisement, faculty are made aware of changing industry standards and training requirements. Faculty are required to research new trends concerning the subject material that will be taught in their courses and to find specialized training to ensure that subject matter remains the most current.

The advisory committee acts as a barometer to check the industry climate and to help anticipate the direction that the industry is moving in terms of new materials, methods of construction, software, and required licensing and certifications.

The curriculum is reviewed annually by the program advisory committee to stay abreast of current changes in the industry to include software, methods of construction, and sustainability measures. The committee is responsible for steering the program in the direction that the industry is progressing.

Outside consultants are used as mentors and architectural students are required to shadow professionals in the industry. Many consultants work one on one to give students a realistic view of the work environment and the office setting.

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?

Phy-120 Physics I was changed from a required course to a major elective. This change was made to allow those students that are not seeking to transfer or continue their education at the university level to have the option of taking physics as a major elective. This allowed space in the curriculum to make Solar Technology and Sustainable Design required courses. These courses produce a certificate that is latticed into the Associate Degree curriculum. When students complete the AAS Degree requirements they are also eligible to receive a certificate in Green Sustainable Architecture. This change has seemed to produce higher retention rates and grade point averages for students.

This change was made in an attempt to produce a better rounded graduate that is more credentialed and thus more employable or marketable to the industry.

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

At this time there are no curriculum changes to be considered. The effect of recent changes needs evaluation to determine how they have affected student success and overall education.

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.

Cathy Autry, FTCC Civil Engineering Department Coordinator (Since 2013)
Donna Decarlo Fields, Facilities Planner Cumberland Co. Schools (Since 2007)
Mark Irwin, Fayetteville Technical Community College, Adjunct Faculty (Since 2009)
Glenn Massey, Crawford Associates Landscape Architecture (Since 2008)
Roberto Chavez, Fayetteville Technical Community College, Adjunct Faculty (Since 2012)
Roseanna Todd, Flemming & Associates (Since 2005)
Joe Glass, Engineer PWC (Since 2011)
Robert Haupt: US Army-18th Airborne Corps (Since 2010)
Del Crawford, Architectural Advisor Chairperson and Owner of Crawford Designs (Since 2003)
Walter Vick, LSV Partnership (Since 2006)
James D. Detter, Detter & Associates Engineering (Since 2007)

Members are selected by invitation. The Architectural Department has mailed letters of invitation to local industry leaders to recruit those professionals that would offer insight in their field. All those that are willing and that find an interest in guiding the education of Architectural students are permitted to take part as advisors and share their concerns and suggestions with the Architectural Program. This allows for a wide range of professions that are listed among our advisors.

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

The advisory committee for the Architectural Technology program meets once a year. The committee is active in helping the department to determine objectives that must be met to produce graduates that are capable of gaining employment from a workplace perspective. The committee reviews the curriculum and discusses proposed changes based on various needs of the industry. This advisory committee keeps the department aware of new up and coming software, changes to the building code, new licensing that may be available or required, and gives the program a real time view of the industry.

In the annual meetings a parliamentary agenda is followed. The meeting is opened up by the Advisory Committee President. Old business is read and discussed then new business is opened and is moderated by the committee president. New business is discussed and recommendations are put forth. Any unresolved issues are discussed in the following meeting as old business.

Refer to A-2 in Appendix

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

The Advisory Committee has recently aided in the establishment of a shadowing program for architectural students. This was a result of discussions with the advisory committee concerning a question about how to best expose students to the work environment prior to graduation. The committee discussed 3 options; Co-op, Internships, and shadowing. Shadowing was decided to be the most feasible of the 3 options. Members of the committee expressed the possible concerns of those companies in the industry that would be less likely to participate and bring a student into the office because of the financial obligation that is required in both co-op and internships. Shadowing was suggested by the committee members and implemented the following semester.

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.

Architectural Technology Core Courses Taught by Semester (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
ARC-111	2	*	*	3	*	*	2	*	*	3
ARC-112	2	****	****	2	1	****	2	****	****	3
ARC-113	**	1	**	**	1	**	**	1	**	**
ARC-114	**	1	**	**	1	**	**	1	**	**
ARC-114A	**	1	**	**	1	**	**	1	**	**
ARC-131	**	1	**	**	1	**	**	1	**	**
ARC-132	*****	*****	*****	*****	*****	*****	*****	*****	*****	1
ARC-210	1	****	****	1	1	****	1	****	****	1
ARC-211	1	*	*	1	*	*	1	*	*	1
ARC-213	**	1	**	**	1	**	**	1	**	**
ARC-220	1	*	*	1	*	*	1	*	*	*****
ARC-221	***	***	1	***	***	1	***	***	1	***
ARC-230	1	*	*	1	*	*	1	*	*	1
ARC-231	1	*	*	1	*	*	1	*	*	1
ARC-235	**	1	**	**	1	**	**	2	**	**
ARC-240	***	***	1	***	***	1	***	***	1	***
ARC-250	**	1	**	**	1	**	**	2	**	**
ARC-261	****	1	****	1	1	****	****	1	****	****
ARC-264	**	1	**	**	1	**	**	1	**	**

*Core Course only offered during the Fall term.

**Core Course only offered during the Spring term.

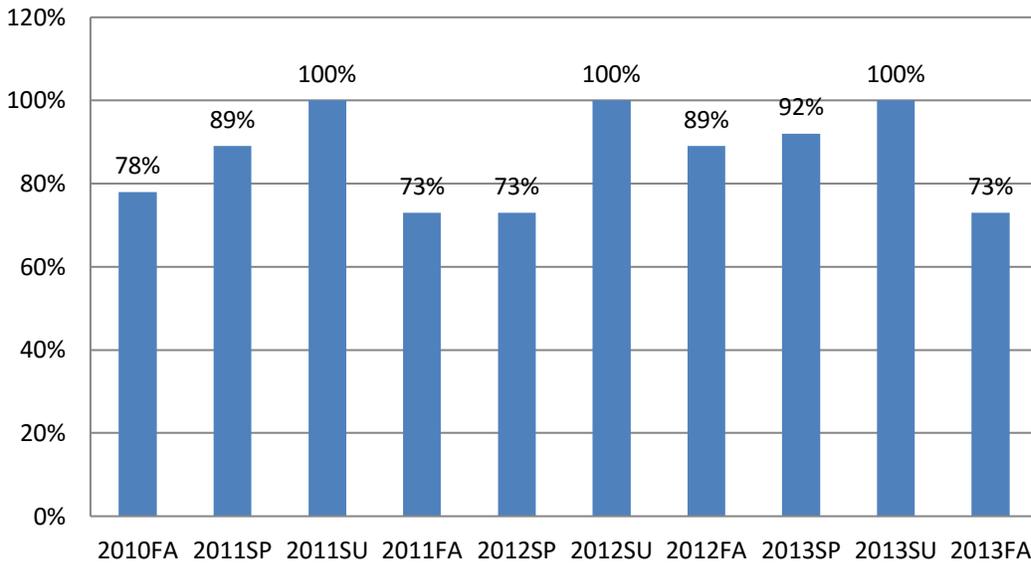
***Core Course only offered during the Summer semester.

****Core Course only offered during the Fall or Spring terms based upon course sequencing and student evaluation plans.

*****Core Course not offered.

*****Core Course not yet added to program.

Percentage of Architectural Technology Core Courses Taught by Full-Time Faculty (Fall 2010-Fall 2013)



Over the past 3 years the Architectural Technology program has taught a total of 76 sections for all classes offered through the curriculum. This includes fall, spring, and summer semesters with an average of 86.7% being taught 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.

The Architectural Technology Department @ FTCC requires that the candidate of hire, pose a minimum of an Associate's Degree in Architectural Technology from an accredited college or university. The Architectural Technology Department prefers an Associate's degree in Architectural Technology or higher with work experience in the architectural technology field and green/sustainable or LEED experience or certification. No licensure is currently required to obtain a position as an instructor in the Architectural Technology Department. However, no candidate would be considered without a combination of an Architectural degree and experience in the field.

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 (full and part-time) have the required minimum degree or higher with experience and are qualified to teach in the Architectural Technology Department.

Timothy Peppers

Interim Department Chair of the Architectural Technology Department

Associate Degree in in Architectural Technology 05/12/2003

Certification Basic CAD Drafting 05/01/2003

Masters in Biblical Studies

Complete classwork for LEED Certification, awaiting examination

High School Drafting Instructor-Douglas Byrd 2 years

Sustainable Certificate, Sustainable Sandhills, NC 04/14

Teaching Experience

Phyllis J. Bell

Instructor of Architectural Technology Department

Diploma-2yr. Architectural Drafting and Design FTCC 05/24/1975

Associate Degree in Architectural Technology FTCC 08/16/1991

Bachelor Degree in Architecture/Leadership Charter Oak State College 01/31/06

Auto-Architect CAD Training Certificate Comtrex 07/01/1994

NC Recycling Cert. NC Dept. of Environment, Health, and Natural Res. 11/03/1994

Instructional Design FTCC 11/09/04

Computer Repair Training Certificate FTCC 12/16/95

OSHA Certificate 01/25/1995

Softdesk Civil/Survey Level I Training Certificate CADre 12/06/1996

Web Site Training Certificate FTCC 02/24/98

Softdesk Civil/Survey Level II Training Certificate 04/09/98

Softdesk AEC Tools & AutoArchitect CAD Certificate Comtrex Corp. 07/24/1998

AutoCAD Certification Comtrex Corp. 08/04/1998

Methods of Instruction Training 30 hrs. FTCC 11/16/99

Black Board Boot Camp FTCC 03/17/2010

Effective Online Teaching 48 hrs. training FTCC 12/13/11

Interviewer Training FTCC 10/19/12

Sustainable Certificate, Sustainable Sandhills NC 04/14

Teaching Experience 20 years

Mark Irwin

Part-Time Instructor

Associate Degree in in Architectural Technology 07/10/08

Certification Basic CAD Drafting 05/09/2008

Surveyor and Design with MDI Designs from 2002 to present

Staff Sergeant Army-retired

Roberto Chavez
Part-Time Instructor
Associate Degree in in Architectural Technology 05/12/2011
Certification Basic CAD Drafting 05/01/2003
Sustainable Certificate and Trainer, Sustainable Sandhills NC 2013

Ronald Glenn Massie
Part-Time Instructor
Associate Degree in in Architectural Technology 05/18/2000
Employed with Crawford Design Landscape Architect 07/2000 to present
LEED Training and Certification

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?

Full and Part-time Architectural Technology faculty are evaluated as required by FTCC annually by the Department Chair. These evaluations are usually done in the spring semester and are sent in to the Dean's office. In addition, the Dept. Chair will visit Architectural Technology classes per semester and evaluate the classes' content, instructor input, student responses, and instruction as it relates to the class's syllabus for that course. The Department Chair then informally discusses with the faculty being evaluated any suggestions and advice on how to improve the instruction for that particular course. Evaluations for the Architectural Technology faculty have been above average to excellent with some suggestions of improvement by the Dept. Chair. The program is up-to-date on all its evaluations.

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

Full-time faculty in the Architectural Technology Department are consistently involved in improving the departmental instruction by taking classes, training opportunities, workshops, visiting job sites, meeting with professionals in the field, and developing themselves professionally.

Timothy Peppers

Complete classwork for LEED Certification, awaiting examination

Meeting(s) with SAME

Instructed workshops for Architectural Tech faculty in Revit Software

Sustainable Training and Certificate, Sustainable Sandhills, NC 04/14

Phyllis J. Bell

Effective Online Teaching 48 hrs. training FTCC 12/13/11

Interviewer Training FTCC 10/19/12

Creating Web assisted classes

Meeting(s) with SAME

Workshops and training in Revit Software

Sustainable Training and Certificate, Sustainable Sandhills NC 04/14

We understand that professional development is an important part of faculty maintaining their credentials in order to provide the best possible instruction for the students. After reviewing, the Architectural Technology faculty agrees that more effort and time needs to be devoted to professional development in order for the program to remain viable and competitive and provide the best possible training and education to the students.

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.

Architectural Technology class portfolio and architectural display:

Phyllis Bell and Tim Peppers spend countless hours annually developing, collecting and presenting their students work and portfolios in various locations in Cumberland County. This collective efforts allows the faculty to evaluate student's performance year to year. It also gives the public a chance to see the quality of the student's work and learn more about the Architectural Technology Department. These presentations have given students skills in developing a presentation and pride in their work. Students have gained employment, made connections and developed themselves through creating and displaying their work.

X-3.4 Resources and Support Services

(Self-Study Team's assessment)

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

The Architectural Technology program uses unique computer labs that are equipped with workstations that allow students to do both hand drawings and computer aided drawings. Each student station is equipped with an adjustable drafting table, computer station and layout area. The drafting tables are equipped with parallel bars and can be adjusted to the proper height for hand drafting, sketching, color studies, and also to support light boxes for tracing. The computer stations are equipped with gaming performance computers which have Xeon processors and graphics processors capable of generating and regenerating 3D model graphics without delay or fatal errors. These computers have the latest versions of Computer Aided Drafting software installed and have the following software installed:

Autocad 2015
Autocad Architecture 2015
Autocad MEP 2015
Civil Map 3D 2015
Revit Building 2015
Office 2010
Google Earth

The student computer stations are networked to a number of printers and scanners. Student workstations access (4) large format printers, (1) large format scanner, (3) standard scanners, (2) color laser printers, and (2) B/W laser printers.

All computer stations are networked to a designated server which gives each student ample storage space to store and back up work for 2 years. The space that is required for file storage is due to the nature of the large file size for graphics files and files containing 3D models. Students can only access this server from the (3) class/lab rooms and the "CADD Lab".

Due to the large format of media used to produce architectural drawings, each student requires adequate space to work and to store materials. The classrooms are outfitted to be studio spaces for design, storage spaces for large format media, and include an area for class collaboration for team projects and presentation.

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 class/lab space is adequate for the program at this time. Although instruction is varied and the instructional aides are different from course to course, instructors and students manage space wisely. This space gives each student adequate workspace to create, review, revise, and store projects during their studies in the Architectural Technology Program.

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.

Our labs rely heavily on the MIS department. Our software updates and installation of equipment that is periphery to our computer systems is essential to our success. They have been instrumental in troubleshooting network issues and maintaining the technology of our program. They are always ready to help the architectural department and have been understanding to the needs of our students.

Students are encouraged to use resources and services provided by the FTCC Library. Resource material both specific to architecture and common to other related fields and trades are available and allow students to access collections of information that are used in industry.

Many of the Architectural students are Veterans. Veteran's affairs has been a great support for our veteran students. VA counselor both on campus and on Ft. Bragg have worked with advisors to ensure that students receive the education that they are seeking. They have been a great source of advice and resources to our veteran students.

Jeff Webb with the Horticulture Department has worked well with our program to create a Landscape Architecture certificate for both the Architectural students and the Horticulture students. This certificate consists of two courses taught by the Horticultural Department and two courses taught by the Architectural Department. This allows students enrolled in both programs to receive credentials that could enhance job opportunities upon graduation.

The Construction Building Trades Department, Carpentry, and all other building trades departments are helpful resources to both our students and faculty. If questions arise it is invaluable to have colleagues that are specialists in their field of study to rely on.

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. Each plays an integral part in the day to day success of our program.

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

The Architectural Program routinely replaces obsolete equipment. Large format printers and scanners become hard to repair and maintain with age. It could be more feasible to replace large format printing and scanning equipment within the next 3 years due to maintenance and repair costs that can accumulate. We can currently foresee needing a large format copier to replace the existing OCEE copier. This copier has been serviced at least twice in the past year.

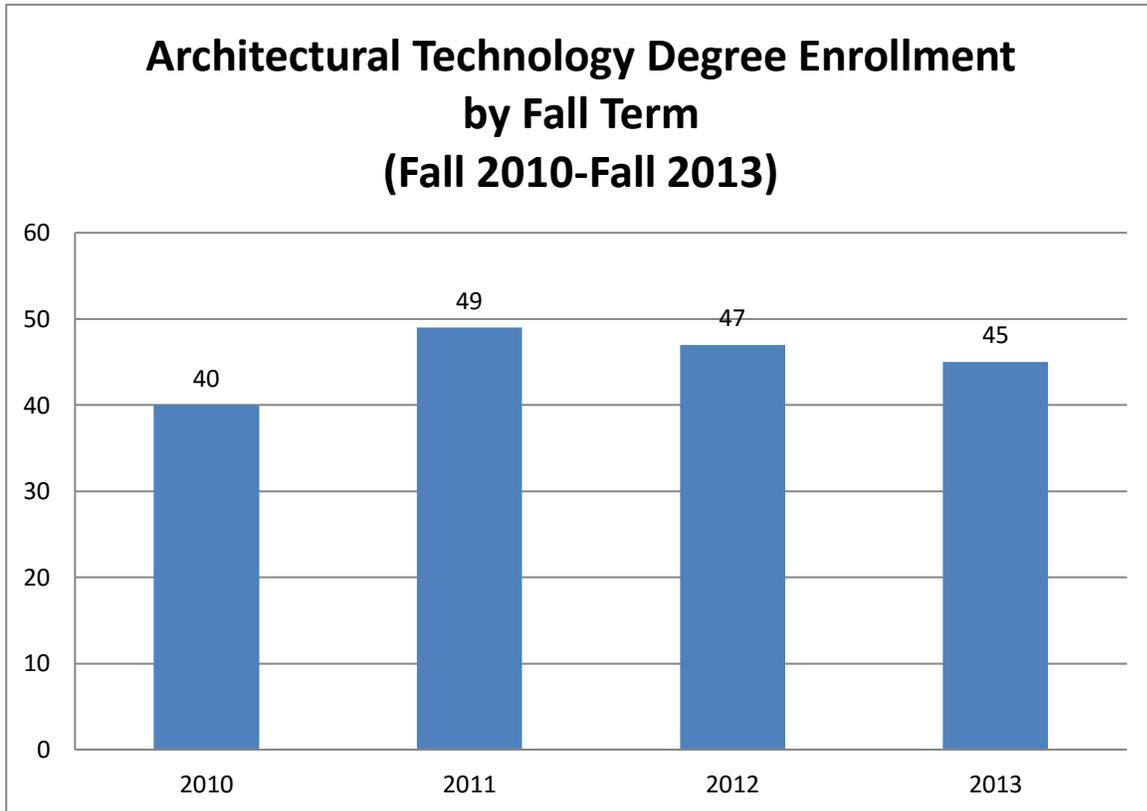
There is also a need to replace the existing workstations in ATC 241. These workstations have been in use for many years and are now in disrepair due to wear and tear and constantly being damaged when the floors in the lab are stripped and waxed. Many workstations wobble and some are not level.

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

The Architectural Department has and will always work closely with the FTCC grants Department to find funding to keep up with ever changing technology. In the Summer of 2013, I work with Wendy Hustwitt, FTCC Grant Coordinator, and Kate Carter, Coordinator Power Plant/Air Frame Program to help write a Green Initiative Sustainability Grant which involved a consortium of five NC Community Colleges. Each college proposed to use federal grant monies to promote a sustainable program for their college. The areas included sustainable agriculture, sustainable construction, and establishing FTCC as a LEED Rating System training and testing center. In an effort to provide a nationally recognized certification in the sustainable rating system known as LEED (Leadership in Energy Efficient Design) our proposal would have used the CIP core class SST-140 as a LEED Associate Level test preparation class ending with the administration of LEED Associate Level Examination. After much effort we did not receive the grant but I would gladly work with the Grants Department again. Refer to **Attachment 3** to view the abstract of the proposal.

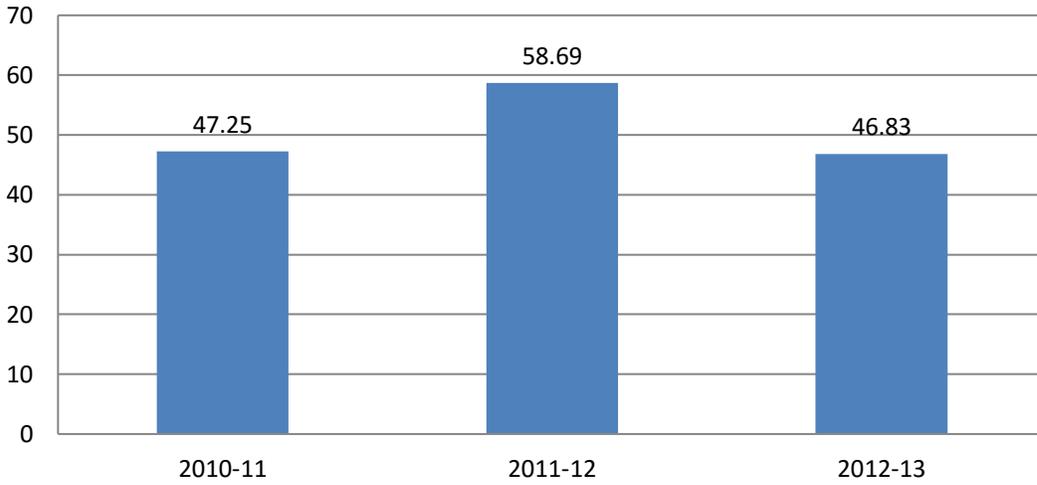
X-3.5 Enrollment, Recruitment, and Outcomes Assessment

- 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?

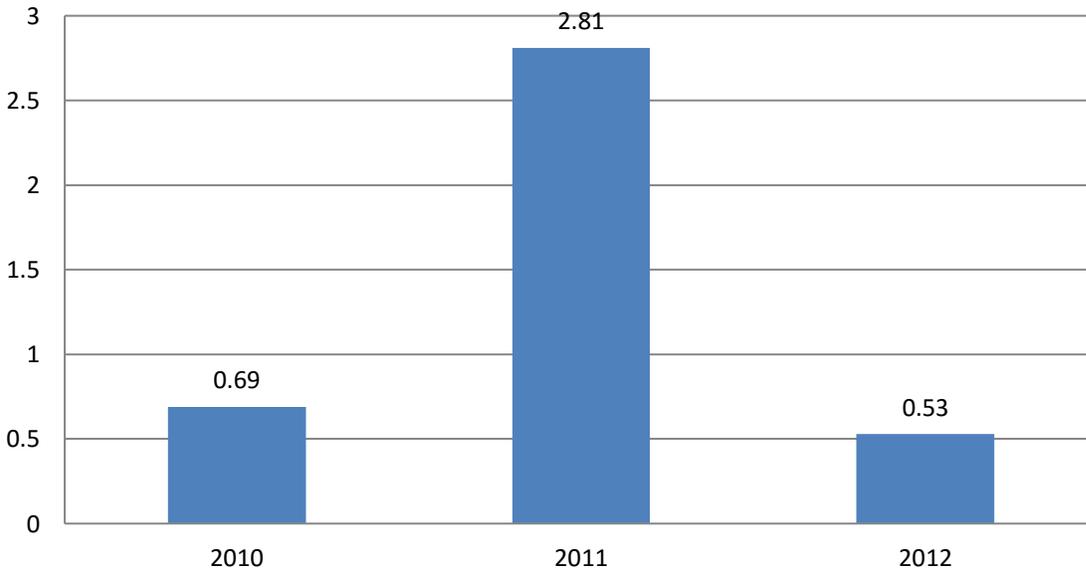


*Enrollment data for the diploma and certificate programs are unavailable within NCCCS; in some cases, enrollment is not broken down by certificate and diploma that are part of the parent Associate degree.

Architectural Technology Degree Annual FTE (2010-2013)



Architectural Technology Certificate Annual FTE (2010-2013)



*NCCCS data warehouse combines the FTE for all certificates and diplomas that belong to the parent Associate degree.

The upward and downward trend of enrollment seems to be directly correlated to the upward and downward trends in the economy. Due to the recent collapse in the housing sector, construction and subsequently, design work, has been down. This has been the consensus among the advisors and local architectural firms. Many firms downsized and jobs were down. We are now experiencing an unsteady trend of people wanting to enter the field.

The upward and downward lines are reflective of the public's perception of the housing market and are reactive to the economic trends. But regardless of market speculation construction remains one of the largest sectors of the US economy. A rebound in construction and design jobs is always a visible marker a rebounding economy.

The information in the graph does not include those students that enter the program in the spring semester. Many students get caught spinning their wheels with developmental classes and never make it to the program or they finish their developmental classes in the fall and do not make it to an architectural class until the spring semester. Those students aren't included with the FTE count and even worse for the student, they end up without the prerequisites to proceed as a second year student and take their second semester as a first year student. Many of the classes that they need to stay on a graduation track, or that may be needed to fulfill financial aid and VA requirements so that they can maintain full time status for funding, have to be overridden to allow them to start without waiting another semester because they do not have the prerequisite. This has almost always proved to leave these students at a disadvantage with their classmates who have learned the fundamentals in prerequisite courses.

Although this affects the FTE count, it has a greater affect on those students who are already starting with at deficit in math, reading, or English. These students find themselves always trying to catch up with their peers.

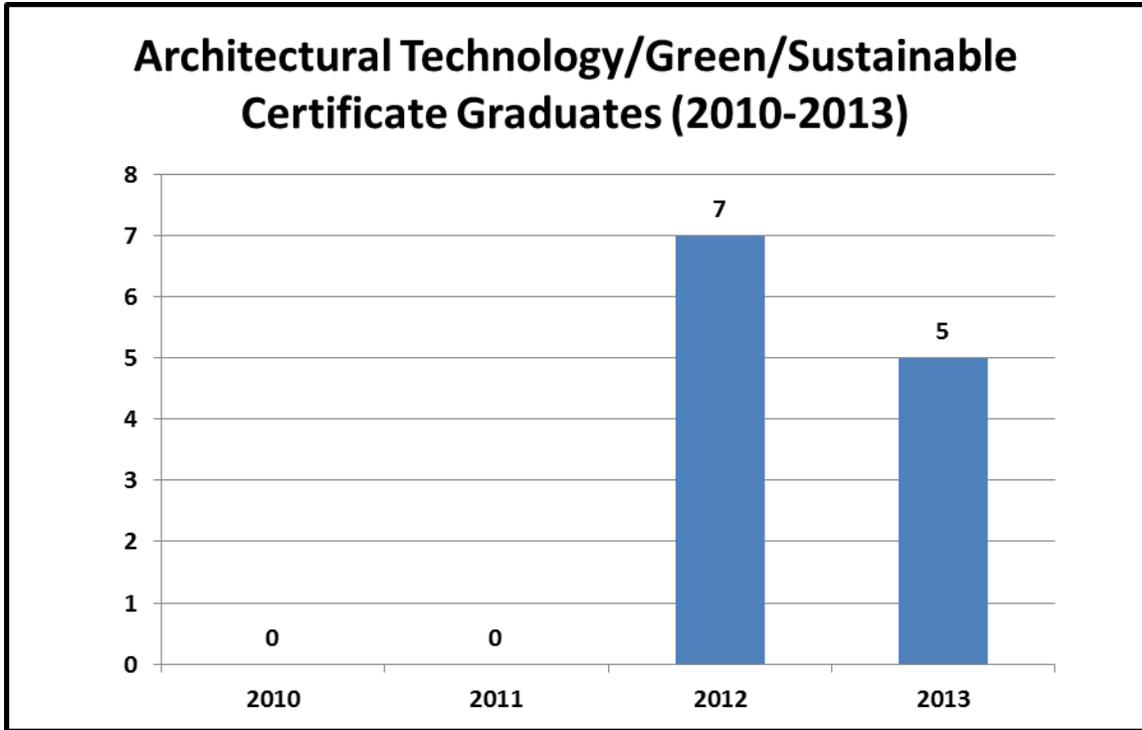
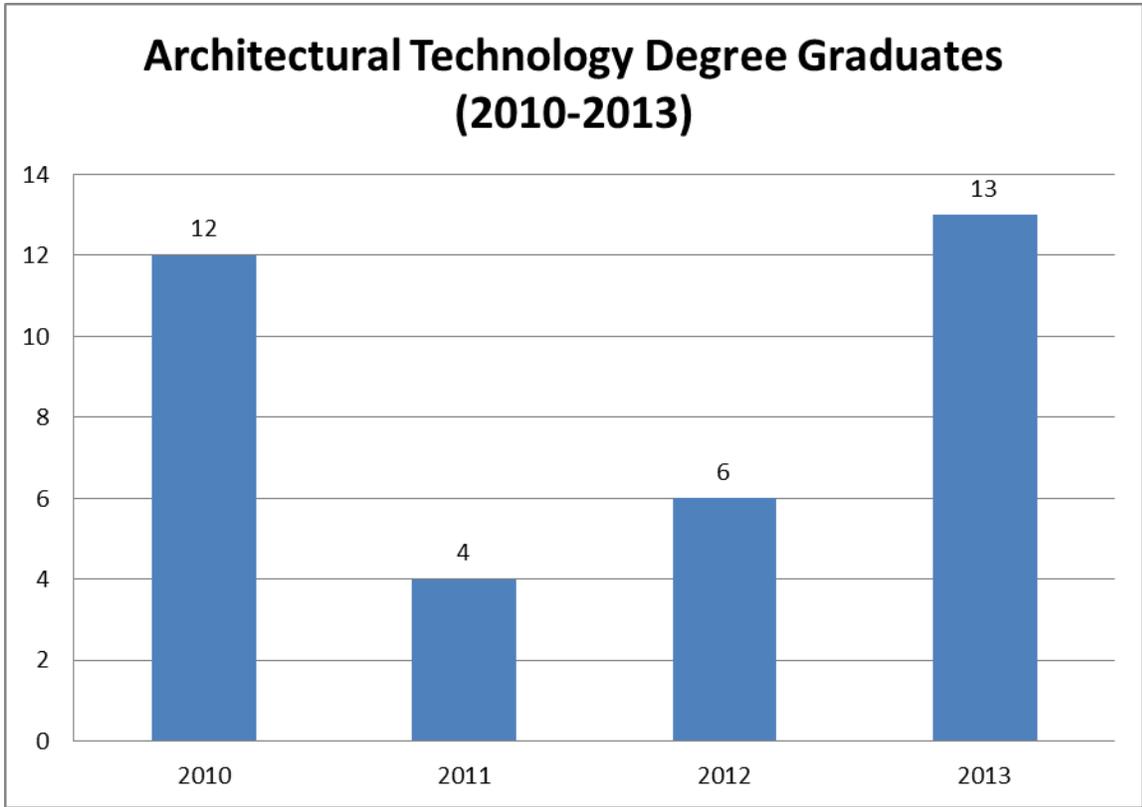
B. Identify the program’s primary competitors. Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to 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?

The Architectural Technology Program doesn’t seem to have any accredited competitors in this area. Beyond college wide advertising the Architectural faculty attend open houses and career days at Cumberland County Middle School and High Schools to make students aware our program at FTCC and the opportunities that can be afforded through the college.

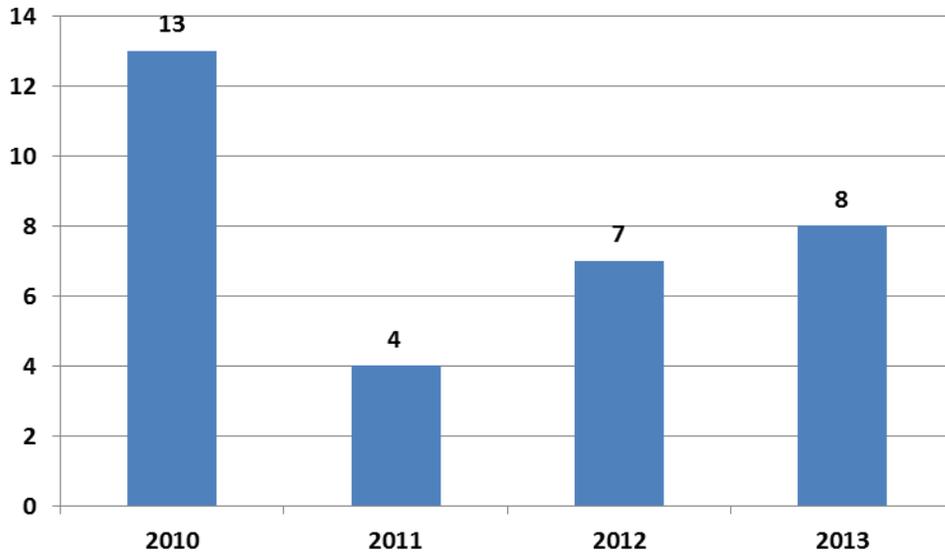
Also, in an effort to sponsor public awareness about the Architectural Program, student’s work has been showcased in downtown Fayetteville on Fourth Fridays. The architectural students took advantage and raised funds for the Architectural Technology Organization by selling prints of student presentation drawings of local Fayetteville buildings.

Admissions staff guide incoming students to their academic advisor for registration. The advisor helps the student to plan his graduation track and guides the student on a one-on-one basis throughout their tenure in the program. Advisors are always available to help incoming students decide their educational goals. Faculty advisors give tours of the program and are available to answer any questions concerning the field of architecture or engineering design.

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

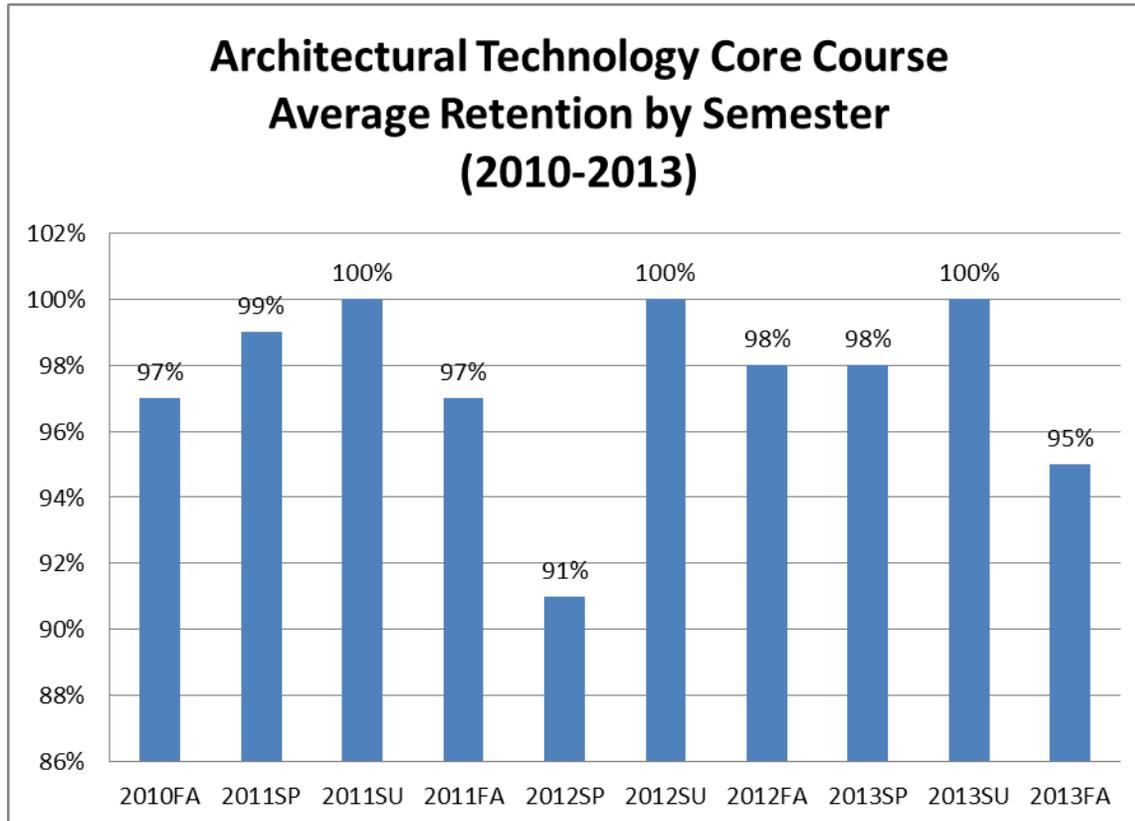


Architectural Technology/CAD Certificate Graduates (2010-2013)



The number of students that have graduated with the Architectural Technology Associate Degree is 35. 32 graduates received the Architectural Technology/CAD Certificate. 12 graduates received a Green Sustainable Architecture certificate (this certification was first offered in 2011 and these numbers reflect the number of graduates since 2012).

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?



Architectural Technology Average Retention by Instructor (2010-2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Bell, Phyllis J.	93%	97%	100%	94%	86%	100%	94%	100%	100%	98%
Chavez, Roberto R.	*	*	*	100%	100%	*	*	*	*	100%
Irwin, Mark D.	100%	100%	*	100%	100%	*	100%	100%	*	100%
Peppers, Timothy	98%	100%	*	98%	89%	*	100%	95%	*	91%

*Did not teach Core Course

The Architectural Technology Program strives to maintain at least 80% retention for all courses. All instructors have maintained the department standard.

Retention efforts are that every student receives individualized counseling by Architectural Technology Faculty. Students are notified when their grades slips or they have excessive lates and absences. Students are given encouragement and assistance when family, health or personal issues prevent them from achieving their academic goals

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?

The Architectural Technology Program does not lead to licensure or national certification.

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

The Architectural Technology program prepares students for the labor force. The curriculum includes courses that give students the diversity of skills needed to be competitive in a slowly rebounding job market.

Some jobs and field that our graduates have been employed in are:

- Draftsmen
- Designer
- CAD Operator
- General Contractor
- Architect
- Landscape Architect
- Building Inspection
- Drafting Instructors
- Civil Engineering
- Project Management
- Truss Designer
- Residential Designer
- Mechanical & Plumbing Design
- Estimators
- Electrical Engineering
- Facilities Planner
- County GIS Mapping
- Sustainable Outreach Coordinator
- Real Estate
- Energy Auditing

The local job market for architectural and engineering jobs has somewhat remained steady despite a great national economic downturn in the recent past. State jobs have become more available with the lifting of hiring freezes from State agencies such as the NC Department of Transportation and NC Ferry System.

Over the past year North Carolina has become a national leader in Solar Energy. This has produced the potential to create design, installation, and repair jobs for the state of NC. This opportunity is sustained by Federal grant money in many cases that is used to encourage the use of solar power throughout the state. This potentially creates job opportunities for graduates seeking to become part of quickly growing industry. According to onetonline.org this industry will see an average of 14.8% increase by 2022.

Our objective to expand our existing certificate through distance learning ensures that we are adapting the program to meet ever changing needs of the industry and prepare graduates to work in the fields related to solar technologies.

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.

Student competencies have been measured by the production of a professional portfolio of architectural project that will function as exhibits of technique and technical skill of students completing the program. Students produce a compilation of all projects to be reviewed by all instructors in the program. The faculty panel critiques and approves or disapproves and helps students to improve their portfolio to ensure the best possible presentation for interviews for jobs and for continued education into one of two AIA recognized Architectural Design Schools.

The students also produce capstone projects that require them to design a commercial structure under the supervision of the instructor. This entails all research of all zoning ordinances, and codes related to the structure. Students must produce a professional commercial building design in a full Architectural set of contract documents.

Refer to **Attachment 1** for Department approved assessment templates.

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 Architectural Program annually conducts assessments of particular courses in the curriculum. Each year three courses are assessed for retention and student success rates. Those courses that are taught by the architectural department are generally assessed by evaluating whether 80% of the students in that course can score 80% or higher on a given project, presentation, cap stone, or examination. Department approved rubrics, questionnaires, and typical testing measures are used to evaluate students success.

The findings of these assessments guide the changes made to the curriculum. One decision that resulted from these finding was the curriculum change that made courses in sustainable design and solar technologies required courses and changed the Physics 1 requirement to an option as a major elective. This allowed for more versatility in the curriculum to allow an option to those that are seeking to continue their education a university to take Physics but not require it for those that are seeking to go to the workforce.

We will continue to assess and adapt our methods for evaluating curriculum courses to meet the needs of our students and the industry.

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.

Within the past three years the following data has been collected and reviewed by the Architectural Department:

1) Alumni Graduate Survey

* This Survey shows the satisfaction rates (by percentages) of graduated students from the Architectural Technology Associate Degree program. This survey is used to gauge student satisfaction pertaining to the instruction they received as well as the institutions success in meeting the student's needs and goals.

2) Job Placement Rates for recipients of the Architectural Associate Degree

* This survey shows employed graduates working, continuing education, or desiring not to work within 6 months after graduation.

3) Employer Survey of Graduates of the Architectural Technology Program and Certificate Programs

* This survey shows employers of graduates responses based on the quality of work our graduates are performing.

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).

Respondents to the Alumni Graduate Survey have expressed 100% satisfaction with the quality of instruction in both the Architectural program and also other courses taught at FTCC. Respondents were also represented with 100% satisfaction with the academic program and would choose FTCC

X-3.7 Appraisal and Direction for the Future

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

To stay concurrent with the benchmarks set by the FTCC Department of Institutional Effectiveness, the architectural program will strive to increase enrollments by 3% per year. This exceeds the projected growth rate of the industry for Architectural Drafters according to onetonline.org. This report shows only a 1% increase in jobs across the nation projected for the industry for a period between 2012-2022.

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

There are opportunities to expand the Architectural Program at FTCC by qualifying labs and instructors to meet requirements to become a training and testing facility for nationally and industry recognized licenses and certifications.

By modifying the existing computer aided drafting and design courses already taught in the curriculum, the Architectural Technology CADD courses could meet Autodesk's certification program requirements. Upon completing of the course students can opt to sit for the certification exam. Students that successfully perform on the Autodesk exam become certified through Autodesk to operate computer aided drafting software. This offers a certification that is appealing to both prospective graduates and those that are currently employed in the industry and seeking more credentials. This certification could also be obtained by students from other curriculums that take this course as a major elective. This could help to revive the evening Architectural Engineering and Construction CAD Certificate program.

Currently, there are no Autodesk certified testing centers within approximately a 50 mile radius of the college. The closest testing center is in Cary North Carolina. The closest educational institution that is an authorized testing center is 144 miles away in Wilkesboro North Carolina. Currently Wilkesboro Community College is the only educational institution that is authorized to test and train for Autodesk Certification in the state.

The establishment of a training/testing center would allow the Architectural Technology Program at FTCC to serve the local industry need for professional development and certification. It would also make FTCC the second in the state to offer the highest credentials in computer aided drafting through certification from an industry leading software company.

Faculty instructing CAD classes will be required to attend the Autodesk Certified Instructor workshop. This is a 3-day ACI Workshop. Instructors can also qualify to be evaluated via video submission through a new online option. Instructors must have completed the following to qualify:

- Pass the current Autodesk Professional Certification exam
- Have at least one-year experience teaching
- Clearly understand the content framework in the Industry Standards documents

Our current facility seems to be adequate to accommodate testing but will need to be verified through the Autodesk agents in charge of site inspection.

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 reflection of this program review, the Architectural Technology Program at FTCC is a sturdy program that has survived the economic decline of an industry directly related to its success. The diversity of curriculum produces students with skills that make them versatile in the job market. The Architectural Department will continue to take advantage of the broad industry that so many of our graduates find themselves in. We will continue to diversify the curriculum to meet industry needs and provide the latest technology, software, and information for the success of our graduates.

There is an untapped potential to expand the Architectural Program to offer a certification through distance learning courses. The existing certificate in Green Sustainable Architecture courses could be offered on-line to increase enrollment as there is currently no distance learning component to the program.

The future of the Architectural Technology Program is optimistic. There is room for improvement and growth. Distance learning and industry recognized certification offer opportunities for the program to increase enrollment by tapping into the untapped recruitment opportunities in the existing workforce and those that are outside of the Fayetteville area.

Although growth in the housing market is slow, the housing sector of the economy and construction are rebounding nationally. This will positively affect the growth and innovation of new technology and software used in the architectural and engineering fields and produce an even greater economic need for trained graduates with the skills to fill those positions.

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.

In reflection of this assessment, the Architectural Technology Program at FTCC has a need to expand recruitment efforts to train and certify those who are in the existing workforce. As technology and software evolve in the industry, the program must evolve and provide the latest in industry certifications. There is currently no training or certifications offered locally (within a 50 mile radius) in the emerging field of sustainability or for Autodesk certification or Building Information Modeling certification.

There also exists a potential to provide college level certification to those who would like to attend FTCC as distance learners by offering a certificate in Green Sustainable Architecture. Offering a certificate in Green Sustainable Architecture online would be the most efficient since this is an existing certificate. The only changes that would need to be made would be to offer these courses online and begin advertising the certificate as an online certificate.

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?

As a result of this program review, the Architectural Technology Program will increase enrollment by taking existing certificate programs and making them accessible online to accommodate the changing educational needs of students.

We will also look at ways to offer industry certifications that will help ensure that the program and its curriculums meet the needs of industry.

The Architectural department will continue to promote customer service by maintaining the one-on-one advisement to promote retention and to help guide prospective graduates to their end goal. We will continue to help students find jobs and prepare students for further academic pursuits beyond their education at FTCC.

We will continue to rely on the knowledge and counsel of our advisory committee and will seek to add members to the committee that have their expertise in new and emerging fields.

The Program will continue to recruit and instruct High School Students through the High School Connections Program.

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

Under the leadership of the Department Chair, the faculty of Architectural Technology Department will begin preparing online course materials and reviewing certificate curriculums to see if providing full certifications online are feasible. This will begin with the existing Green Sustainable Architecture Certificate and will be targeted to be offered in the fall semester of 2015.

The architectural faculty will also begin the process that is required to become Autodesk Certified Instructors. Those faculty members that will instruct CAD I and CAD II courses and administer the Autodesk exam will need to fulfill the Autodesk requirements. Those individuals will be identified and given time to finish the process. Upon completion of the instructor requirements, a date will be targeted to being instruction for student certification and a date for the first exam date will be set. The projected timetable for this certification initiative will be tentatively set for fall of 2016.

G. Please provide any long term major resource planning.

To maintain a comfortable and suitable classroom environment there is a need to replace the existing workstations that have been in use for many years and are now in disrepair.

There is also a foreseeable need for the cost of training faculty as we seek to become a program that can offer industry licensing or certifications.

The initiatives that the program has chosen are cost effective solutions that have the greatest potential to increase enrollment and to enrich the existing program so that graduates and industry receive the maximum benefits of our efforts.

H. Conclusions.

In conclusion, the Architectural Technology Program has proven to be a well structured program which equips students with a well arrayed range of skill sets that has made graduates versatile enough to prosper in an industry that is just beginning to see a rebound.

This rebound is due in part to new technologies in sustainability. The architectural program will continue to enlarge the existing curriculum in sustainable design. It is currently being offered to both High School students and college students and under a new initiative to give distance learners access to the courses in the program it will be available to students regardless of their location.

To ensure that we are meeting the industry standard the program will begin adding industry certification and provide the local industry with a site for training and certification in new technologies and software.

The program will continue to evolve under the guidance of our Advisory Committee and our committee will evolve to reflect the changes in industry.

The effect of changes fostered by this program review will help to promote the achievement of FTCC's Institutional Goals and Objectives by employing measurable standards that are accepted by the industry. It will also increase enrollment by offering training that is more relevant to those who are already employed in the industry and by making certifications that are accessible by those who are abroad.

The program will continue to strive to offer the best technical education for the community and to serve the industry to our best ability. We will continue to put student success at the forefront and provide graduates with the support that they need to transition to their next station in life.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

- Attachment 1..... Department Approved Rubrics**
- Attachment 2..... Agenda & Advisory Meeting Minutes**
- Attachment 3..... Sustainable Grant Abstract**

ARC-210 Sustainable Design Residential Project

CATEGORY	3	2	1	0
The Building Envelope	The student took into consideration the off grid design for the existing lot and used this information in designing the residential building envelope.	The student took into consideration the off grid design for the existing lot and used 80% of this information in designing the residential building envelope.	The student took into consideration the off grid design for the existing lot and used 60% of this information in designing the residential building envelope.	The student did not take into consideration the off grid design for the existing lot and did not use this information in designing the residential building envelope.
Water Conservation	The student's residential design included water conservation considerations in their design.	The student's residential design included some water conservation considerations in their design.	The student's residential design included a few water conservation considerations in their design.	The student's residential design did not include any water conservation considerations in their design.
Alternative Electrical Power	The student's residential design included alternative electrical power considerations in their design.	The student's residential design included two alternative electrical power considerations in their design.	The student's residential design included one alternative electrical power considerations in their design.	The student's residential design included no alternative electrical power considerations in their design.
Passive Design	The student's residential design included passive/solar considerations in their design.	The student's residential design included an element of passive/solar considerations in their design.	The student's residential design included an option for future passive/solar considerations in their design.	The student's residential design did not have any element of passive/solar considerations in their design.
Overall Design	The student's residential design was well thought out to include all aspects of Sustainability.	The student's residential design contained some of the categories with <i>some aspects of Sustainability</i> .	The student's residential design was lacking in the categories with <i>some aspects of Sustainability</i> .	The student's residential design was poorly thought out and contained <i>no aspects of Sustainability</i> .

Attachment 1

Department Approved Rubrics

ARC-221 Revit vs. AutoCAD Software				
CATEGORY	3	2	1	0
Determining the software efficiency	Correctly identify the software quality of the graphics 3D output and concepts as being realistic. Give Revit and AutoCAD points for the quality of the graphics.	Correctly identify the software quality of the graphics 3D output and concepts as being somewhat realistic. Give Revit and AutoCAD points for the quality of the graphics	Correctly identify the software quality of the graphics 3D output and concepts as acceptable. Give Revit and AutoCAD points for the quality of the graphics	Correctly identify the software quality of the graphics 3D output and concepts as being unrealistic. Give Revit and AutoCAD points for the quality of the graphics
Ease of Use and control of the software	Correctly identify the ease and control of the software. Software is user friendly and student was able to master it quickly.	Correctly identify the ease and control of the software. Software was somewhat user friendly and student was able to master it after additional time.	Correctly identify the ease and control of the software. Software was difficult to control and student struggled to master it quickly.	Correctly identify the ease and control of the software. Software was not user friendly and student was not able to master it quickly.
Industry Standard	Contacts were made to local Architectural and Engineering firms to see what CAD software was being used. Revit or AutoCAD Software is being used.	Contacts were made to local Architectural and Engineering firms to see what CAD software was being used. Revit or AutoCAD Software is sometimes used	Contacts were made to local Architectural and Engineering firms to see what CAD software was being used. Revit or AutoCAD Software is being changed to.	Contacts were made to local Architectural and Engineering firms to see what CAD software was being used. Revit or AutoCAD This software is not being used.
Student understanding	Students learned the software quickly and had an excellent understanding of it.	Students learned the software within a reasonable time and had a good understanding of it.	Students learned the software slowly and had a fair understanding of it.	Students could not learn the software and never achieved an understanding of it.
Cost	Software is free to the college and to the students for home use.	Software is reduced for educational use for the college and the students.	Software is expensive for the college, but reasonable for student use.	Software is expensive for the college and is expensive for student use.

Attachment 1

Department Approved Rubrics

CST-241 Planning/Estimating I Rubric 2014

	Exemplary Performance	Comments	Pts.
Knowledge/ Understanding 10%	The final project will demonstrates a depth of knowledge by using relevant and accurate detail to support the student’s ability to perform a calculated estimate of a residential building.		
Planning Sheet 20%	The planning sheet will represent the student’s knowledge of planning out a residential project with the perimeters provided by the CST-241 faculty. It will consist of a small residential building. Student will be evaluated on their ability to design/plan out their project.		
Estimating Sheet 40%	Student will be grading on their ability to complete a spreadsheet digitally or my hand of the project to include all materials and their costs.		
Accuracy 20%	The final outcome accuracy will be determined by the instructor’s final analysis of the material costs of the structure.		
Completion skills 10%	The student will be evaluated on the quality of the completion of the final output of the project.		

Architectural Technology
Advisory Committee Meeting

Date: November 15, 2012

Attendance:

Bill Griffin, Associate Vice President for Curriculum Programs
Donna Decarlo Fields, Facilities Planner Cumberland Co. Schools
Mark Irwin, Fayetteville Technical Community College, Adjunct Faculty
Roseanna Tucker, Fleming & Associates
Chester Hanson, Fayetteville Technical Community College, Adjunct Faculty

Minutes:

- Meeting was called to order by Donna Fields, Architectural Technology Advisory Committee President.

- Old Business was discussed by the reading of the minutes from the previous meeting

- New Business
 - CIP
 - Phyllis Bell announced the implementation of the core curriculum between building trades and the architectural department. An explanation was given and the effects of these changes to the program were discussed.

 - Discussed curriculum changes regarding the Physics requirement. Phyllis Bell announced that Physics 121 would be offered to students as an elective credit.

 - Discussed new certificates being offered by the Architectural Technology department.
 - New certificate offered in Horticultural Technology will be offered to Architectural students who enroll in two addition horticultural classes
 - New certificate in Building Information Modeling to developed. The committee discussed possible courses that would be necessary to make the certificate meet state requirements. The committee also discussed courses that would make the certificate beneficial for both students who are seeking training from the industry and those who have less experience with the fundamentals of design.

- Phyllis Bell announced the approval of the Sustainable Design Certificate which would be given to High School student that complete the College Connections Academy here at FTCC. This certification will also be offered to Architectural Technology student who complete the curriculum.

- Annual Reports
 - Job Placement for 2011 was reported and included average starting salaries

- Shadowing
 - Phyllis Bell announced that the 2nd year architectural students will be the first group to participate in the shadowing program that was suggested in the previous committee meeting.

Architectural Technology
Advisory Committee Meeting

Date: December 5, 2013

Attendance:

Cathy Autry, FTCC Civil Engineering Department Coordinator
Donna Decarlo Fields, Facilities Planner Cumberland Co. Schools
Mark Irwin, Fayetteville Technical Community College, Adjunct Faculty
Glenn Massey, Crawford Associates Landscape Architecture
Roberto Chavez, Fayetteville Technical Community College, Adjunct Faculty
Jason Smith, Architectural Technology Student Representative

Minutes:

- Meeting was called to order by Tim Peppers, Architectural Technology Instructor
- Old Business was discussed by the reading of the minutes from the previous meeting
- New Business
 - The Committee discussed the effects of CIP on curriculum changes and benefits/disadvantages of the core imposed by CIP
 - Discussed new certificates being offered by the Architectural Technology department.
 - The Committee revisited a former topic concerning the creation of a BIM Certification program. This certificate would be offered for existing students and would also be made available to those persons who are already employed but seeking certification.
 - The Committee discussed the growing trend toward design offices using more BIM software and the arising industry that requires applicants to be trained in the use of BIM software.
 - The Committee discussed the employment climate. It was reported that construction was up in the private sector and the number of design projects are on the rise which could potentially produce a better job market for students graduating in the near future.
 - The Committee discussed the creation of the NHBA Student Chapter being established through the ATO and the opportunities that are created for networking, shadowing, and even possibly job placement.

SGA/FA PY-12-10 Technical Proposal

Sustainable ACT Consortium

Project Abstract

1. Applicant Name: Fayetteville Technical Community College

2. Applicant State: North Carolina

3. Consortium Members and Consortium Members State:

a. Fayetteville Technical Community College (LEED), Fayetteville NC

b. Brunswick Community College, Supply, NC

c. Forsyth Technical Community College, Winston-Salem NC

d. Rowan-Cabarrus Community College, Salisbury NC

e. Wayne Community College, Goldsboro NC

4. Areas Served by Grant: North Carolina; Counties: Alamance, Brunswick, Cabarrus, Cumberland, Davidson, Davie, Forsyth, Guilford, Hoke, Iredell, Mecklenberg, Randolph, Rockingham, Rowan, Stokes, Surry, Wayne, Yadkin

5. Total Funding Level Requested: \$15,305,382

6. Sub-Total Requested Funding Amount by Consortium Member:

a. Fayetteville Technical Community College: \$6,184,160

b. Brunswick community College: \$1,827,932

c. Forsyth Technical Community College: \$2,734,702

d. Rowan-Cabarrus Community College: \$3,498,866

e. Wayne community College: \$1,036,813

7. Project Name: North Carolina Sustainable ACT: Agriculture, Construction, and Technology Sustainability Training

8. Project Description and list of Credentials to be Developed and Awarded:

The ACT Consortium aligns with the NC Community College System and NC Department of Public Instruction's 2012 Code Green Super CIP redesign of training programs for Building, Energy, Engineering, Environment, and Transportation sectors to include competencies on emerging technologies, renewable sources of energy, and reduced consumption of energy.

The proposed ACT Consortium creates and delivers **21 new stackable certificates, 8 new Basic Skills Plus career pathways, 11 new non-credit industry training programs, and 4 new entrepreneurship** programs in which sustainability is intentionally into the Super CIP career pathways to give students portable industry training and credentials to prepare them for employment.

9. Population to be served: TAA-certified workers, un- and under-employed workers, veterans

10. Targeted Industries: Agriculture, Construction, Technology

11. Employer Partners: Piedmont Performance Plumbing; Skan Electric; Inventive Technologies; SBM Solar; Summit Developers; Cape Fear Botanical Garden; Brunswick Electric Membership Corporation; NC Cooperative Extension; Hall & Wright Builders, LLC; Cape Fear Solar Systems, LLC.

12. Public Workforce System Partners: Cape Fear Council of Governments, Centralina Workforce Development Board, Cumberland County Workforce Development Board, Eastern Carolina Workforce Development Board, Northwest Piedmont Workforce Development Board

13. Other Key Partners: College of Lake County/Illinois Green Economy Network (Round 1 TAACCCT Grantee), U.S. Green Building Council; BrownFlynn (GRI Trainer); NC REAL

14. Public Contact Information: Wendy Hustwit, Grant Coordinator, Fayetteville Technical Community College (910) 678-0178 hustwitw@faytechcc.edu

15. Percentage of OER Program Materials Developed vs. Percentage of Licensed or Purchased Program Materials: Approximately 95% of program materials will be developed as open educational resources, and the remaining 5% will be licensed or purchased.

16. Data Tags: accelerated learning, basic skills, career pathways, certificate attainment, degree attainments, employer partnership, enhanced course articulation, industry-driven competencies, job placement, learning communities, modular curriculum, open educational resources, paid internships, retention strategies, SCORM, simulations, stackable credentials, technology enabled learning.

Architectural Technology
Advisory Committee Meeting

Date: December 2, 2014

Attendance:

John Wheelless, FTCC Counselor Retired

Aaron Moore, Stewart Engineering Inc, Structural Engineering

Mark Irwin, Fayetteville Technical Community College, Adjunct Faculty

Jasmine Felder, Stewart Engineering Inc, Civil Engineering

Tony McLauring, Stewart Engineering Inc, Civil Engineering

Jason Smith, Larry King Associates, Civil Engineering

Minutes:

- Meeting was called to order by Tim Peppers, Architectural Technology Instructor

- Old Business was discussed by the reading of the minutes from the previous meeting

- New Business
 - The Committee discussed the past trends in recruitment and counselling

- Discussed new certificates being offered by the Architectural Technology department.
 - The Committee revisited a former topic concerning the creation of a BIM Certification program. This certificate would be offered for existing students and would also be made available to those persons who are already employed but seeking certification.

- The Committee discussed the growing trend toward design offices using more BIM software and the arising industry that requires applicants to be trained in the use of BIM software.

- The Committee discussed the employment climate and changing software needs of the industry. Discussed the growing used of BIM software in larger metropolitan areas like Raleigh and Charlotte.

- Employees of Stewart Engineering Inc. discussed higher starting pay for graduates that are proficient in BIM software and the demand for graduates with technical skills construction knowledge.

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**

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

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

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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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> <ul style="list-style-type: none"> Retention Center Grade Center ADA Compliance Apps for Education Assessing Learners Communicating and Collaborating Understanding and Building Your Course Gamification for Student Engagement <p>(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. (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>

**Fayetteville Technical Community College
2014-2015 End of Year Report**

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

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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)
	(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>

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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-factorings 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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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)

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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>

**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>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>

**Fayetteville Technical Community College
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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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	<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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	<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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	<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