

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Collision Repair and Refinishing Technology

As of: 8/24/2016 07:14 AM EST

Mission / Purpose

The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

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

SLO 1: Access Manufacturer's Repair Procedures

Students will be able to access manufacturer's repair procedures, comprehend those procedures, and follow them in order to repair a vehicle.

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.
- 4 Demonstrate quantitative competencies.
- 5 Demonstrate computer literacy.

Institutional Goals Associations

- 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.

Related Measures

M 1: Access Manufacturer's Repair Procedures

What: The ability of students to access the repair procedures of different vehicle manufacturer's, comprehend and apply those procedures in order to repair any vehicle.

Why: The student must be able to repair the vehicle correctly, based upon the manufacturer's specifications, and ensure the vehicle is safe once repaired.

How: The student will go into Blackboard, access the forum section, obtain vehicle specifications from a particular manufacturer website, and answer the questions.

When: During the 2014-15 Assessment Cycle.

Who: Program Coordinator, Collision and Refinishing Technology.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

[Assignment AUM112_2](#)

Target:

For AUM-112, students will score at least 60% on this assignment in order to demonstrate proficiency by earning a grade of A-C.

Reporting Finding (2014-2015) - Target: Met

For AUM-112, 89% of enrolled students in AUM-112 demonstrated proficiency by achieving a grade of A-C.

Connected Document

[Student Grades](#)

SLO 2: Functioning As A Team Within A Diverse Environment

Students will be able to function and work as a team while working within a diverse environment.

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: Functioning As A Team Within A Diverse Environment

What: In TRN-110, students will work together in teams, inclusive of cultures that are not from North American, and effectively formulate a solution to a problem.

Why: Students must be able to interact with customers from different cultures in order to effectively convey information.

How: During TRN-110, students will work within groups, each person interprets the problem based upon their own interpretation from their own world view, and find a solution.

When: During the 2014-15 Assessment Cycle.

Who: Program Coordinator, Collision Repair and Refinishing Technology.

Source of Evidence: Project, either individual or group

Connected Document

[Assignment TRN110](#)

Target:

In TRN-110, all students will pass the assignment. Given the importance of this program, every student must solve the problem correctly.

Reporting Finding (2014-2015) - Target: Not Met

The target was not met due to a small number of students who would not complete the assignment on-time.

Connected Document

[Student Grades](#)

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

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

TRN-110

Established in Cycle: 2014-2015

The instructor relied on students to complete the project at their own pace. Given the importance of the project, the grading fo...

SLO 3: Understanding Color Theory

Students will be able to understand color theory in order to understand the chemistry of colors.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 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.

Related Measures

M 3: Understanding Color Theory

What: Understand and demonstrate color theory as it applies to factory specifications and chemical compositions of different color schemes.

Why: Students must be able to match colors, textures, and gloss in order to paint vehicles correctly.

How: Students will have a standard that is painted, a color code, students will then have to go online and look up the color code, prime code, and variance. At that point, the student will need to match the vehicle to the correct color code.

When: During the 2014-15 Assessment Cycle

Who: Program Coordinator, Collision Repair and Refinishing Technology.

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

Connected Document

[Assignment AUB111_1](#)

Target:

In AUB-111, all students must be able to correctly match the color code with the vehicle.

Reporting Finding (2014-2015) - Target: Not Met

In AUB-111, all students did not correctly match the color code with the vehicle. Seven students, out of 57 enrolled, could not correctly match the color code. Industry standards dictate that color codes must be matched correctly.

Connected Document

[Student Grades](#)

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

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

AUB-111

Established in Cycle: 2014-2015

There were a 7 students out of 57 enrolled in the course that could not correctly match the color code. The pass/fail grading me...

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

AUB-111

There were a 7 students out of 57 enrolled in the course that could not correctly match the color code. The pass/fail grading method reflects industry standards regarding the expectation of graduates to correctly match the color codes depending upon the vehicle. Color code mistakes are costly to the industry and the consumer.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Understanding Color Theory | **Outcome/Objective:** Understanding Color Theory

Implementation Description: The instructor will provide additional time in which to practice matching color codes with the vehicle. Additional hands-on application will be provided where possible.

Projected Completion Date: 06/2016

Responsible Person/Group: I-CAR Coordinator

TRN-110

The instructor relied on students to complete the project at their own pace. Given the importance of the project, the grading format is either pass or fail. While the grading scale will remain the same, stricter deadlines are needed.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Functioning As A Team Within A Diverse Environment | **Outcome/Objective:** Functioning As A Team Within A Diverse Environment

Implementation Description: In order to help students stay on-task with completing their project, the instructor will implement stricter deadlines and assess progress periodically.

Projected Completion Date: 06/2016

Responsible Person/Group: I-CAR Coordinator

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

Based upon the performance of students regarding each target, the students are grasping the industry-specific requirements needed for employment. As a result, 50% of currently enrolled students have been offered jobs upon graduation due to their mastery of these skills.

What were the weaknesses of your assessment process?

The students are learning much faster than we can access resources to challenge them. Issues with I-CAR regarding online training due to lack of access or participation on the website. There is a small dynamic of students who are not motivated to learn and we consistently search for ways to motivate student learning.

What was learned as a result of your assessment process?

The students have been motivated by practical, hands-on experience with class materials in order to complete assignments. The timetable of assignments have been adjusted to accommodate students who are less motivated to complete assignments with open ended completion dates. The group dynamic among the students became readily apparent as they completed projects and learned from each other.

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

We have changed the way assignments are structured within the first 8-weeks of the program in order to help students become better managers of time. Increased interaction with industry representatives to get classroom materials. We have also initiated a "Train the Mentor" program where industry representatives come to FTCC and must attend a two-day training session regarding what our students are capable of doing throughout their coursework and where additional training will be needed. This builds a bridge of mutual understanding regarding the technological skills of our students and how companies that want to hire our graduates can help them be more successful.

Annual Report Section Responses

Program Review (Academic Units)

The most recent academic program review is posted in Document Management.

Connected Document

[Academic Program Review- Collision Repair and RefinishingTech](#)

Advisory Comm. Minutes (Academic Units)

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

Connected Document

[WEAVE CRRT Advisory Board_1](#)

End Of Year Reports (VPs, AVPs, Deans)

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

Connected Documents

WEAVE Activity Report – AUM 112

AUM 112 curriculum surrounds emerging trends in the automotive industry. Using correct written procedures from the manufacturer is critical to the proper repair of today's vehicles. Mass availability of this information is a critical emerging trend in the collision repair industry; so much so that I do not allow students to work on vehicles without the correct written procedures in hand.

In order to teach the importance of this information, the students were given an activity in which they were to access the technical information for a 2012 Buick Lucerne through the General Motors technical web site. Once in the site, they needed to find the repair procedures for the replacement of a quarter panel for this vehicle. Once they located the procedures they were to identify, by part number, the three types of bonding adhesive that could be used to attach the replacement quarter panel to the vehicle.

Each correct answer was worth 10 points

Total possible score was 30 points

Two out of 3 correct answers was passing

	C	P	P
	C	P	P
	F	F	P
	F	F	P
	A	P	N/A
	B	P	N/A
	D	F	N/A
	F	F	N/A
	F	P	N/A
	I	P	N/A
	A	P	F
	A	F	F
	B	P	F
	C	F	F
	C	P	F
	C	P	F
	D	F	F

WEAVE Activity Report – TRN 110

The TRN 110 curriculum deals with an introduction to transportation. One of the keys to understanding the collision repair industry is to understand how to interpret and apply technical information. As part of my connection to the industry, I still receive requests to consult on technical matters in regards to the repair of vehicles. I decided to utilize one of these request with my students as an activity.

The repair in questions was to the front section of a 2012 Ford fusion. The question was whether or not the left front rail could be sectioned or needed to be replaced as an entire unit. Students needed to review the estimate and repair procedures from Ford then determine the correct repair for this vehicle and if that repair was made based on the information provided in the estimate.

Students should have found that Ford allowed for a partial replacement at factory seams for this vehicle and the estimate was incorrect.

Grade was pass/fail – they either found the correct way to repair the vehicle or they did not.

WEAVE Activity Report – AUB 111

AUB 111 is Painting and Refinishing I. This class teaches the basics of primer, paint, and clear coat application as well as color match and blending. The activity used for this class was to have the students paint a panel with the waterborne base coat/clear coat product. The instructor then took the color the students had sprayed on their panels and added toners to change the color slightly. The activity for the next day was to use this new color to paint their panels and make it match the first color by using a technique called blending.

Goal – to use blending techniques to make two different colors appear as if they are the same.

Grade – pass/fail. Either the blend was successful or a difference between the two colors could be seen.

Fayetteville Technical Community College

Academic Program Review

COLLISION REPAIR & REFINISHING 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

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting

documentation is highly encouraged to adequately support the program review findings.

3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.
4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

X-3.1 Program Description, Policies, and Affiliations

(Self-Study Team's assessment)

A. Provide a description of the program.

The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct and finish automobile bodies, fenders, and external features. Includes instruction in structural damage analysis and repair, non-structural damage analysis and repair, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

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

The Collision Repair and Refinishing Technology program prepares individuals to apply technical skills to repair, reconstruct, and refinish automobile bodies, fenders, and external features. Includes instruction in structural analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating. There continues to be a need for the Collision Repair and Refinishing Technology program as in its' current form. However, the local industry states that there is a need to improve the program with more specific training and technicians able to repair newer technology vehicles. The College has implemented a new Associate Degree program that would adhere to the Inter-Industry Conference on Auto Collision Repair (I-CAR) training and requirements. This new program should enable the College to provide highly trained and certified collision repair technicians.

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

N/A

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.

N/A

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.

Westover Senior High School is the only local school with an Auto Body Repair Program. Upon completion of their program, the students receive credit for the completion of AUB-121, Non-Structural Damage Repair I.

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.

See attached Program Fact Sheet.

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.

Graduates of the Collision Repair and Refinishing Technology program should be qualified to take National Institute for Automotive Service Excellence (ASE) certification examinations and also for entry-level employment in automotive dealerships, independent repair shops, or through self-employment, as collision repair and refinishing technicians.

Students are evaluated by means of written assignments, examinations, and shop observations on their quality and quantity of work. Observations also include attendance, punctuality, preparedness, appearance, cooperation with others, and personal conduct.

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?

Instructors use personal knowledge and information from local businesses to update and maintain performance standards within the curriculum. Direct mailings (e-mail and standard mail) from manufacturers with new technologies and equipment and up-to-date videos showing “how-to”, enable us to keep the program current and the students advised on opportunities both while in college and after graduation.

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?

At least once a semester we conduct a product line demonstration with a local jobber. This allows the faculty and students to see the latest products available to them. Faculty members attend workshops and participate in shop visits to stay current with technology and procedures. The Advisory Committee meets to discuss current trends in the Collision Repair business and the needs of the industry.

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?

There have been three changes made to the curriculum program of study. All have been mandated by the state. A new class, TRN-110, Introduction to Transportation, has been added. TRN-180, Basic Welding for Transportation, has replaced AUB-134 Auto Body MIG Welding, and the former COE classes, (Co-Op), has been replaced with WBL classes, (Work Based Learning).

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

The College is in the process of developing an Associate Degree in Collision Repair in cooperation with several local businesses and labor force associates. There is a need for an improved program to facilitate the needs of the industry.

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.

Ken Hagler, Classic Paint and Body, Owner
Gary Maddox, Powers-Swain Chevrolet, Technician
Jorge Davila, Davila Auto, Owner
Chris Sellers, Sellers Auto Body, Owner
Ashley Dickerson, Sandhills Automotive, Owner
Joe Fudala, Sandhills Automotive, Outside Sales Representative
Brad Walser, Hendrick Automotive, Shop Supervisor
Sam Cooke, Devore-Cooke Auto Parts Co., Inc., Owner

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 meets at least three times a year, with additional meetings during shop visits and product line demonstrations. Meetings have included introductory dinners and small breakaway meetings as well as longer face to face meetings at the Auto Body shop on campus. Meetings include program updates and recommendations from committee members on program enhancements. New technology and skills are also introduced. Local business needs and requirements are discussed.

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.

New EPA requirements and recommendations. The 6H rule and its' effect on the collision repair industry.
The use of adhesives in place of welding.
New methods of plastic repair.
The Advisory Committee recommended that all job applicants have the basic tools needed for entry level positions.

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.**

Collision Repair and Refinishing Technology Core Courses Taught by Semester (Fall 2009-Fall 2013)

	2009FA	2010SP	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
AUB-111	3	*	*	3	*	*	3	*	*	3	*	*	3
AUB-112	**	2	**	**	3	***	***	***	***	***	***	***	***
AUB-114	****	****	2	1	****	1	***	***	***	***	***	***	***
AUB-121	3	*	*	3	*	*	3	*	*	3	*	*	3
AUB-122	1	2	****	****	2	****	****	2	****	****	2	****	1
AUB-131	2	1	****	2	1	****	2	1	****	2	1	****	2
AUB-132	**	3	**	**	2	*****	*****	*****	*****	*****	*****	*****	*****
AUB-134	1	*	*	1	*	*	1	*	*	1	***	***	***
AUB-136	****	1	2	****	1	2	****	****	****	****	****	****	****
AUB-141	****	****	1	****	1	1	****	****	****	****	****	****	****
AUB-162	****	****	2	1	****	2	****	****	****	****	****	****	****
TRN-110	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****
TRN-180	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****	*****

*Core Course only offered during the Fall term.

**Core Course only offered during the Spring term.

***Core Course no longer offered.

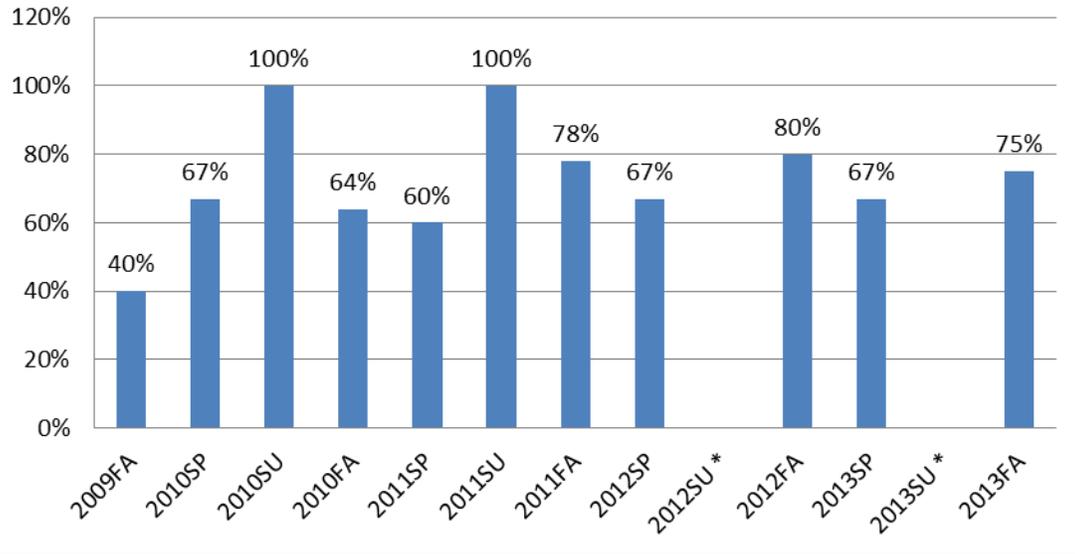
****Core Course offered based upon course sequencing and student education plans.

*****Core Course only offered during the Fall and Spring terms.

*****Cooperative Education option can be substituted for the Core Course.

*****Core Course not added until Fall 2013.

Percentage of Collision Repair and Refinishing Technology Core Courses Taught by Full-Time Faculty



*No Core Courses were taught during semester

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

Faculty must have completed at least the Collision Repair and Refinishing Diploma or Auto Body Repair Diploma Program. It is recommended that all Program Faculty have an Associate Degree, and any special certifications, ASE, I-CAR, Product specific training would be an asset.

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 are credentialed and qualified to teach in the Program.
David L. Dominie, Program Coordinator 3 years, Instructor 10+ years, Master Degree History. Also taught Continuing Education Auto Body 6+ years, and Adjunct faculty Auto Body 5+ years.
Michael Midyette, Instructor 3 years, Adjunct Instructor 8 years, Associate Degree Automotive Technology. Auto Body Repair Technology Diploma, Associate Degree Machining Technology
Miguel Midyette, Adjunct Instructor 8 years, Auto Body Repair Technology Diploma
Ricardo Urbina, Adjunct Instructor 1 year, Associate Degree Business Management (+). Auto Body Repair Technology Diploma and Basic Welding Technology Diploma.

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

All faculty members are evaluated on an annual basis. They are conducted in the Spring Semester. The Program is up-to-date as of Spring 2014. The general findings are that all faculty members meet or exceed the requirements of the Program.

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.

All full-time faculty members are required to complete at least 30 hours of professional development per year. Professional development includes required annual training for safety, classroom operations, product usage requirements, and manufacturers' updates for their vehicles and equipment.

See Professional Development Sheets attached.

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.

N/A

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.

Program Labs:

Auto Body Repair Shop: Body repair tools, media blasting machine, frame straightening machine, computerized measuring system, mobile work station.

Auto Body Paint Shop: Downdraft spray booths (2), paint mixing room, vehicle preparation area, automotive spray equipment.

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 body shop is small and will hold a maximum of ten vehicles at one time. This limits the number of students that the program can admit at any given time. The smaller shop allows the faculty to work more closely with the students. The smaller shop limits the number of vehicles and fewer different types of damaged vehicles in the shop during the semester. A larger shop space would allow more vehicles and a larger variety of damage to be viewed and repaired by the students. We also only have one type of frame machine in the shop and a larger shop would also allow for an additional frame machine.

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

Library Services: Provide reference materials for student research.
Media Services: Instrumental in the filming and production of the video for the I-CAR Education Foundation Grant Application.
MIS: Maintain and update computers used by the students, computer labs.
Student Services: Testing services, graduation, I-PASS, Success Center.
Math Department: Teaching classes and recommending acceptable course substitutions.
English Department: Teaching classes and recommending acceptable course substitutions.
Automotive Department: Providing the facility and equipment to teach the AUB-141 class and providing assistance with the class.
Welding Department: Providing the facility and equipment to teach the TRN-180 class.
Computer Information Technology Department: Teaching classes and recommending acceptable course substitutions.

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.

All of the above services are adequate to meet the needs of the Collision Repair and Refinishing 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?

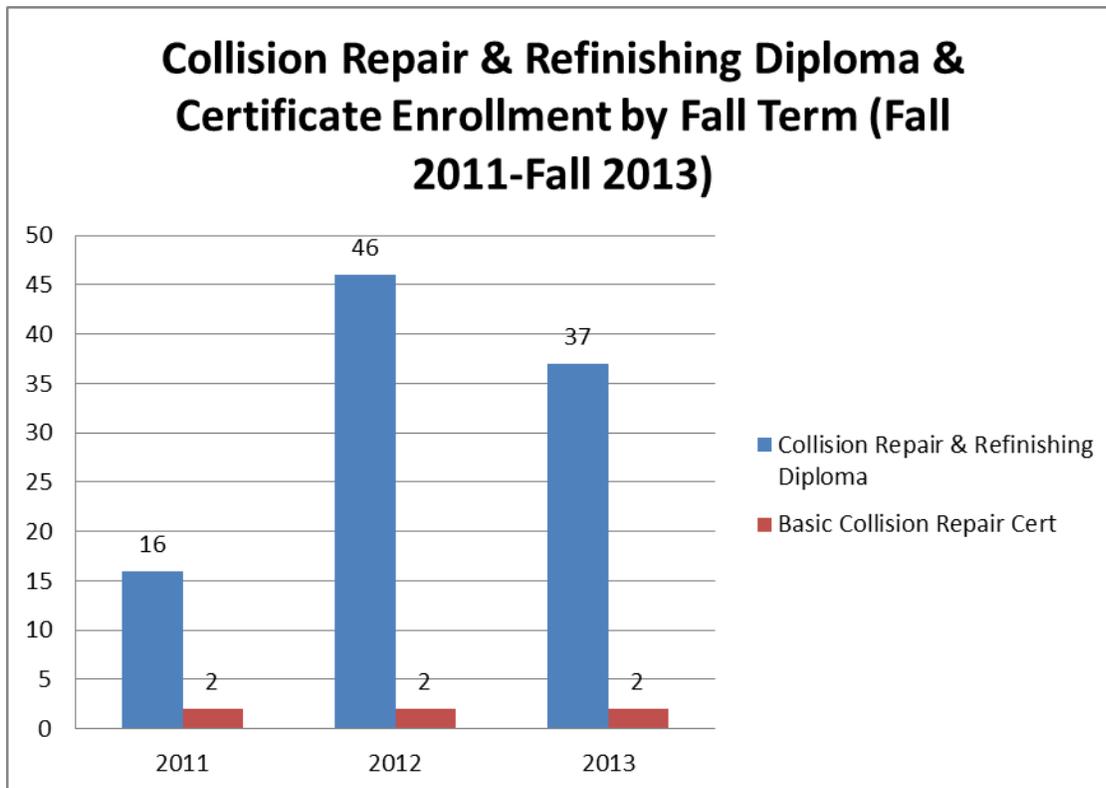
With the development of the Associate Degree Program, additional qualified faculty will be needed to teach the classes. A new facility (classrooms, shops, labs, etc.) will be needed and the purchase of new equipment will be required.

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.

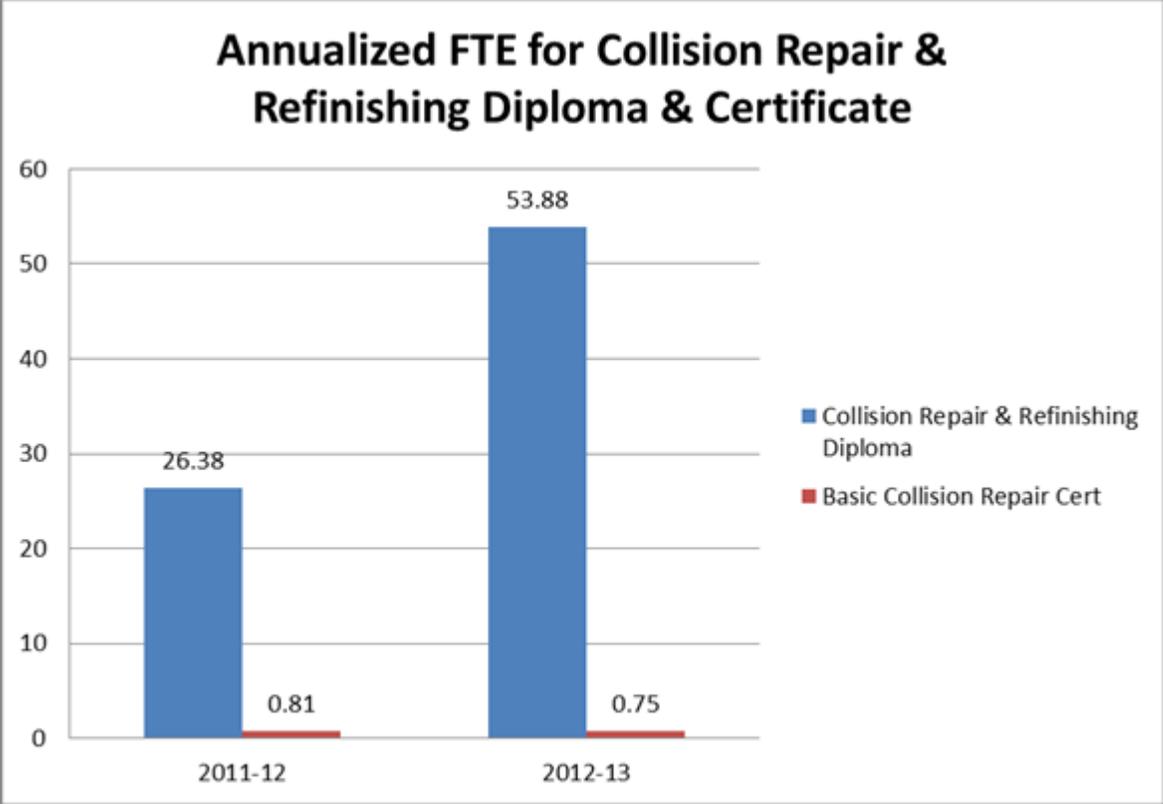
This is the first year that the program has applied for a grant. The Grants Department has been instrumental in the application process and has been a great asset to the program.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment

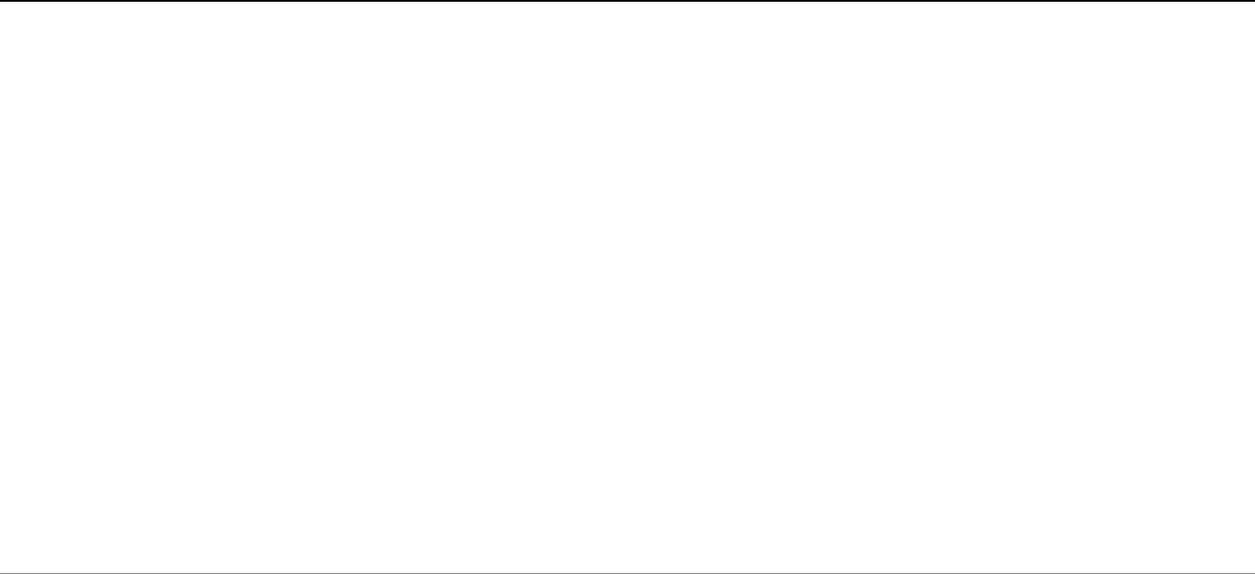
- A. Analyze the number of FTE generated by courses in the program for the past three (3) academic years. What are the specific causes for upward and downward trend lines?



*NCCCS retained data from 2011 going forward regarding this program.



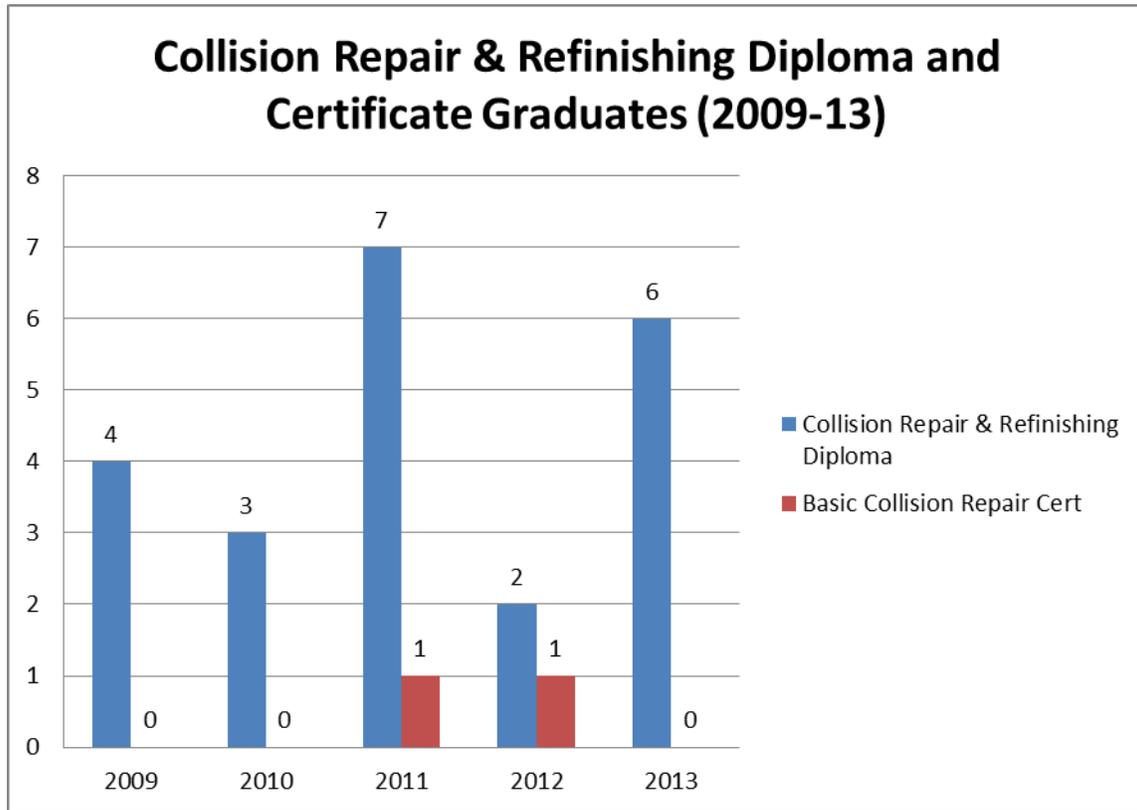
*NCCCS retained data from 2011 going forward regarding this program.



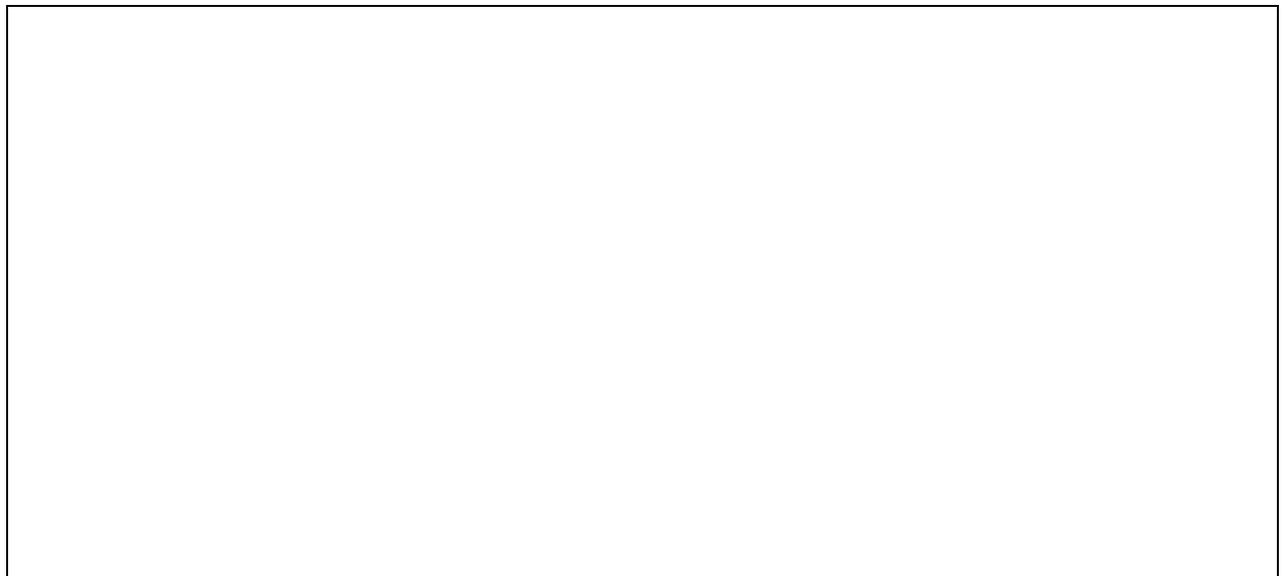
B. Identify the program's primary competitors. Beyond general College-wide advertising, what concrete marketing strategies have been used by the Department to promote the program and attract students that might otherwise enroll elsewhere? What exceptional program characteristics could be leveraged to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

There are several Community Colleges within about an hour from here that also offer some type of Collision Repair Program. The biggest marketing strategy that I have seen has been word of mouth. I have had students come from as far away as Raleigh, because they have heard about the program and wanted what we have to offer versus what the others have. The ability to work on the student's own vehicle has been a driving force in the recruitment of students. College open house, shop orientation tours, school visitations help with the recruitment of students.

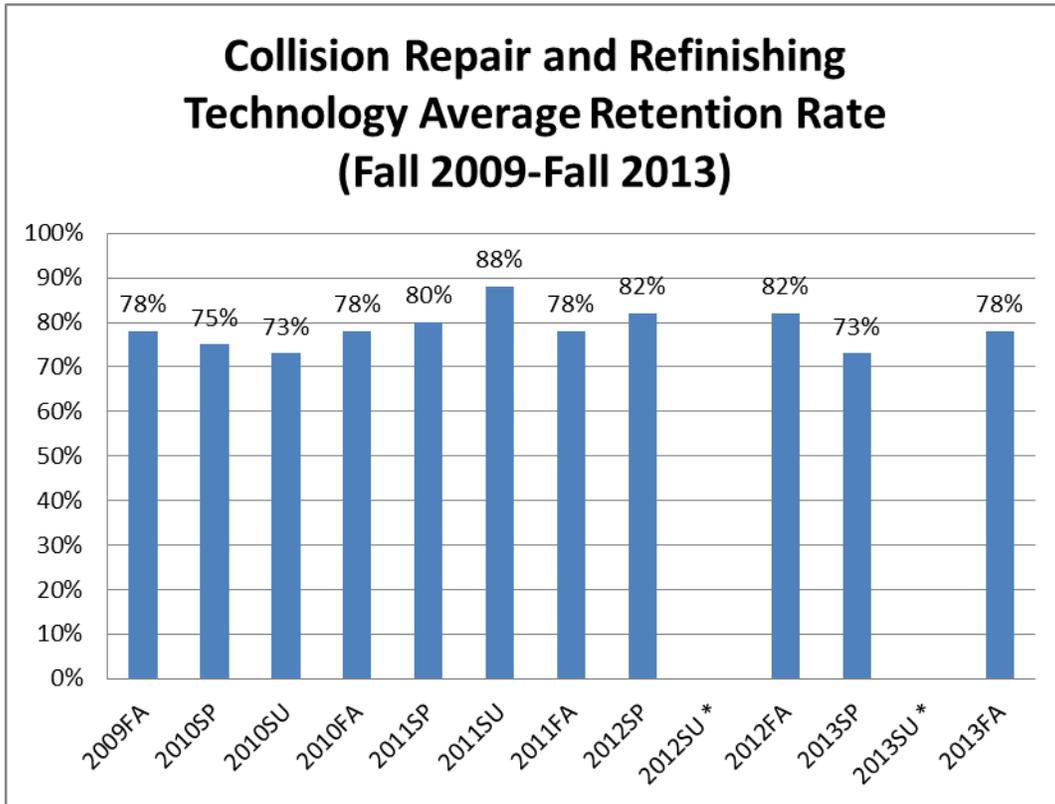
C. Provide the number of students who graduated with a major or minor from the program in the past three years.



*There were no certificate graduates in 2009, 2010, and 2013.



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?



*No Core Courses Taught during semester

Core Course Collision Repair and Refinishing Technology Retention
(Fall 2009-Fall 2013)

	2009FA	2010SP	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Dominie, David L.	83%	89%	89%	98%	100%	81%	76%	83%	*	78%	91%	*	86%
Midyette, Michael L.	79%	79%	56%	84%	87%	96%	73%	80%	*	83%	90%	*	74%
Midyette, Miguel L.	33%	54%	*	59%	54%	*	88%	*	*	82%	38%	*	75%
Urbina, Ricardo	**	**	**	**	**	**	**	**	**	**	**	**	50%
Mars, Prentiss H.	**	**	**	**	**	**	*	*	*	95%	*	*	96%
Moffett, George P.	87%	63%	*	53%	47%	*	85%	82%	*	73%	***	***	***
Scott, Steven R.	94%	*	*	79%	*	*	82%	*	*	*	*	*	*
Cade, John L.	*	*	*	*	86%	*	*	*	*	*	*	*	*
Summers, David A.	*	*	77%	*	*	*	*	*	*	*	*	*	*

*Did not teach Core Course

**Not yet hired

***Terminated employment



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

Certification or licensure exams are not required at this time. With the new Associate Degree, there will be some requirements. However, students are advised to apply for and take the ASE Certification tests during the second semester that they are in the Program. These tests are not associated with the College or the Program at this time.

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 Program prepares the students for entry level positions in the Collision Repair Industry. Some are more qualified than others and could start as an apprentice or helper. Many of the local body shops require at least 3 – 5 years of experience. Potential jobs include: painters, body repair specialists, salvage yard worker, parts supplier, vehicle recovery operator, material supplier, and estimator. They can work at private body shops, national body shops, or dealerships. Some former students have even opened their own business after completing the program.

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

Students are evaluated by written assignments, written exams, and shop evaluations of hands-on experience working on project vehicles for both quality and quantity. It is also recommended that students start a portfolio to be able to show potential employers what the student has done and is capable of doing.

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.

1. What were the strengths of your assessment process?

We were able to work individually with the students in order to determine their capabilities to complete the required exercises.

2. What were the weaknesses of your assessment process?

For some of the requirements, more hands-on training is required for the students to grasp the specific tasks.

3. What was learned as a result of your assessment process?

There is a greater need for vehicles that allow the students more hands-on training in order to grasp the knowledge needed to successfully complete the assignment.

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

We will need to get more vehicles that meet the requirements necessary to ensure that the students have the hands-on training needed to meet the minimum standards.

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.

Student evaluations are completed each year to determine the outcome of classes and instructors as related to the needs of the students.

An annual survey of graduates is taken to determine the satisfaction of students.

Employers are asked to submit their satisfaction ratings of employees that come from the College, both with their ability and knowledge.

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).

The student evaluations show that the majority of the students are overall satisfied with the conduct of the classes and instructors.

The graduate survey showed that the graduates are satisfied with the overall program and the information they received.

Employer surveys showed that employers who hired graduates were overall satisfied with the education and performance of graduates.

X-3.7 Appraisal and Direction for the Future

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

Enrollments have been steady over the past few years and projections look like they will remain the same. The new Associate Degree Program may take a few away, but I feel that the current program will continue to attract sufficient students to make the program desirable.

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?

In order to expand the program, we would have to build an additional body shop building or add additional space to the existing facility.

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?

We have a healthy program and I see it continuing on in the future. The ability for the students to work on their own cars has been a big attraction for the program.

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

The Program as it stands now is in good condition. It has been stated that we need to update the program to include the newest technology. The Certificate and Diploma Programs tend to be more of a restoration program and not specifically what the major collision repair industry needs. The development of the Associate Degree Program should provide what the industry is now asking for. The current program uses mostly older model vehicles and the industry needs technicians qualified to repair the new technology vehicles.

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?

The Associate Degree Program is being developed by the College and Industry professionals. It will be based on I-CAR training standards and will produce the desired workforce that the industry has asked for. The training will be taught by I-CAR trained and certified instructors with the newer technology vehicles and up-to-date equipment. The newer vehicles and equipment will also enable the Certificate and Diploma Programs to update and provide a better qualified student.

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

The new Associate Degree is scheduled to begin in August 2014. All Collision Repair Instructors and their appropriate supervisors will be involved in the development and implementation of the new program and updating the Certificate and Diploma Programs as much as possible.

G. Please provide any long term major resource planning.

All instructors both Associate Degree and Certificate and Diploma need to ensure that they continue to get the training that they need to stay current with the technology that is needed to ensure that the students get the best possible education. This includes I-CAR training and ASE testing for certification.

H. Conclusions.

The Auto Body Collision Repair and Refinishing Program has long been sufficient to support the needs of the students who attend the Program. However, the industry has shown that there is a need to update the Program to meet the needs of the industry because of new technology and equipment. With the development of the Associate Degree Program we should be able to meet the needs of both the individual student and the needs of the Collision Repair Industry.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

1. Program Fact Sheet, Collision Repair and Refinishing Technology (D60130), Revised 03/11/13
2. Professional Development David L. Dominie
3. Professional Development Michael L. Midyette
4. Advisory Committee Meeting Minutes

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
COLLISION REPAIR AND REFINISHING TECHNOLOGY (D60130)**

Effective: Fall 2014

Revised: 05/28/14

Length: 3 Semesters
Prerequisite: High School Diploma, Placement Test Equivalent
Award: Diploma

Fall Semester 1

Prefix No.	Title	Class	Lab	Clinical	Credit
AUB111	Painting & Refinishing I	2	6	0	4
AUB121	Non-Structural Damage I	1	4	0	3
AUB131	Structural Damage I	2	4	0	4
CIS113	Computer Basics	0	2	0	1
TRN110	Intro to Transport Tech	1	2	0	2
TRN180	Basic Welding for Transp	1	4	0	3
Totals		7	22	0	17

Spring Semester 1

Prefix No.	Title	Class	Lab	Clinical	Credit
AUB112	Painting & Refinishing II	2	6	0	4
AUB122	Non-Structural Damage II	2	6	0	4
AUB132	Structural Damage II	2	6	0	4
*ENG101	Applied Communications I	3	0	0	3
*MAT101	Applied Mathematics I	2	2	0	3
Totals		11	20	0	18

Summer Semester 1

Prefix No.	Title	Class	Lab	Clinical	Credit
AUB114	Special Finishes	1	2	0	2
AUB136	Plastics & Adhesives	1	4	0	3
AUB141	Mech & Elec Components I	2	2	0	3
AUB162	Autobody Estimating	1	2	0	2
Totals		5	10	0	10

TOTAL REQUIRED CREDITS.... 45

Work Based Learning Option: Qualified students may elect to take up to two (2) credit hours of Work Based Learning & ISC-112 in lieu of AUB-132 Structural Damage II provided they acquire approval from the Work Based Learning/Co-op Director and the Department Chairperson.

*ENG-101 and MAT-101 will not transfer to Associate Degree program.

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: David L. Dominie

FACULTY
 (30 hours required annually)

Job Title: Program Coordinator/Instructor

Department: Collision Repair and Refinishing

STAFF
 (12 hours required annually)

Reporting Period: 04/01/2011-03/15/2012

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
OSHA: Hazardous Communications	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Lockout/Tagout	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Bloodborne Pathogens	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Chemical Hygiene	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Effective On-line Teaching	05/10/2011	<input checked="" type="checkbox"/> On 48 <input type="checkbox"/> Off	4.8	<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
WEAVE on-line Booster	02/16/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Basics of WEAVE online	01/05/2011	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Blackboard V9	05/20/2011	<input checked="" type="checkbox"/> On 30 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
DuPont Product Show	09/21/2011	<input checked="" type="checkbox"/> On 4 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Twin State Trade Show	02/16/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 4		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Lord/FUSOR Product Show	06/23/2011	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
J.O.L.E. Foundation Car Show	10/15/2011	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 4		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
MAPS to Credentials	09/28/2011	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: David L. Dominie
Job Title: Program Coordinator/Instructor
Department: Collision Repair and Refinishing
Reporting Period: March 2012-February 2013

FACULTY
 (30 hours required annually)
 STAFF
 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
American Disabilities Act	03/27/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Future Seekers	03/29/2012	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Faculty Credentials	04/05/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Registration IPASS	04/19/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Stress	04/27/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Faculty & Staff Meeting	05/11/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Blackboard 9.1, SP8	05/21/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Graduation	05/17/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 3		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Product Line Demonstration (FUSOR)	05/29/2012	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Air Brush Clinic	06/11/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Bloodborne Pathogens & Lockout/Tagout	08/09/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Hazard Communication	08/09/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Chemical Hygiene	08/09/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
College Assembly (Faculty Council)	08/09/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Convocation	08/10/2012	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Blackboard: Grade Book	08/10/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
On-line Standards	08/10/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Blackboard: Creating Assignments	08/10/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Advisory Committee Kick-off	09/11/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
How Not to be /Crime and Violence	09/20/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Registration	10/02/2012	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Transportation Career Fair	10/24/2012	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 3		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: David L. Dominie
Job Title: Program Coordinator
Department: Collision Repair and Refinishing
Reporting Period: 2013-2014

FACULTY
 (30 hours required annually)
 STAFF
 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
Convocation	08/09/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Prevent Sexual Harrassment	08/12/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Staff Meeting	08/13/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Curriculum Mapping in WEAVEonline	08/13/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Curriculum Kick-off Program Coordinator	08/14/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Chemical Hygiene	08/14/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
CoOp Education	08/15/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Hazcom	09/04/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Bloodborne Pathogens	09/04/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Product line demonstration DuPont	09/11/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 3		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	09/25/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	10/02/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	10/09/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Product line demonstration-BASF/R+M	11/13/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
3M Meeting	11/14/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.5		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
WEE Meeting	12/11/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	12/13/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
WEE Meeting	12/18/13	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 3		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	01/03/14	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
WEE Meeting	01/06/14	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 3.5		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Registration	01/06/14	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off .5		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Program Coordinator Meeting	01/08/14	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 2		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter

EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: Michael L. Midyette
Job Title: Instructor
Department: Collision Repair and Refinishing
Reporting Period: 04/01/2011-03/15/2012

FACULTY
 (30 hours required annually)
 STAFF
 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
OSHA: Hazardous Communications	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Lockout/Tagout	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Bloodborne Pathogens	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
OSHA: Chemical Hygiene	01/06/2012	<input checked="" type="checkbox"/> On 1 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Federal Educational Rights and Privacy	04/13/2011	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Advanced Teaching and Learning Strategies	04/05/2011	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Ethics	04/14/2011	<input checked="" type="checkbox"/> On 2 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Blackboard V9	05/20/2011	<input checked="" type="checkbox"/> On 30 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
DuPont Product Show	09/21/2011	<input checked="" type="checkbox"/> On 4 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
Twin State Trade Show	02/16/2012	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
Lord/FUSOR Product Show	06/23/2012	<input checked="" type="checkbox"/> On 3 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
J.O.L.E. Foundation Car Show	10/15/2011	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 18		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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EMPLOYEE PROFESSIONAL DEVELOPMENT
Fayetteville Technical Community College

Employee Name: Michael Midyette
Job Title: Collision repair and refinishing Instructor
Department: AUB
Reporting Period: 2013-2014

FACULTY
 (30 hours required annually)
 STAFF
 (12 hours required annually)

PROFESSIONAL DEVELOPMENT ACTIVITIES

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

Title of Conference/Seminar/Webinar/Workshop/Activity	Date mm/dd/yyyy	On/Off Campus Contact Hours	CEU/CEC Credits Awarded	Role
CHEMICAL HYGIENE	08/14/2013	<input checked="" type="checkbox"/> On 1:00 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
BLOODBORNE PATHOGEN	08/14/2013	<input checked="" type="checkbox"/> On 1:00 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
HAZARD COMMUNICATION	08/14/2013	<input checked="" type="checkbox"/> On 1:00 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
PREVENTION OF SEXUAL HARASSMENT TRAINING	08/15/2013	<input checked="" type="checkbox"/> On 1:30 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
FTCC ON-LINE TEMPLATE WEBINAR	08/23/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.00		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
VERTERNS ON CAMPUS	08/30/2013	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1.00		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
DUPONT PRODUCT LINE DEMO	09/11/2013	<input checked="" type="checkbox"/> On 3:00 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
BASF PRODUCT LINE DEMO	11/13/2013	<input checked="" type="checkbox"/> On 1:50 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
BLACKBOARD GRADEBOOK	01/09/2014	<input checked="" type="checkbox"/> On 1:50 <input type="checkbox"/> Off		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
REGISTRATION	01/10/2014	<input checked="" type="checkbox"/> On <input checked="" type="checkbox"/> Off 3:00		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
LUIS CHAPLE MIDDLE SCHOOL CAREER DAY	01/17/2014	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 4:00		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
EE SMITH HIGH SCHOOL CAREER DAY	02/28/2014	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 4:00		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
REGISTRATION	03/03/2014	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1:00		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
REGISTRATION	03/07/2014	<input checked="" type="checkbox"/> On <input type="checkbox"/> Off 1:00		<input type="checkbox"/> Attendee <input checked="" type="checkbox"/> Presenter
UPOLSTERY CLASS	04/08/2014	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 24:00		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
INTUSTERAL MACHINE OPERATION	04/14/2014	<input type="checkbox"/> On <input checked="" type="checkbox"/> Off 24:00		<input checked="" type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter
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	/ /	<input type="checkbox"/> On <input type="checkbox"/> Off		<input type="checkbox"/> Attendee <input type="checkbox"/> Presenter

AUTO BODY ADVISORY COMMITTEE

MINUTES FOR 16 January 2014

Members Present: Ashley Dickerson
Chris Sellers
Rick Miles

New Members: Joe Fudala

Instructor/Staff: David L. Dominie

Members Absent: George Davila
Brad Walser
Gary Maddox

Welcome: An informal meeting was held at the FTCC Auto Body Shop.

Business:

David Dominie, Instructor/Program Coordinator for the Collision Repair and Refinishing Department, convened the Auto Body Advisory Committee.

The discussion centered on the new equipment that has been installed at the Auto Body Repair Shop. New trends associated with the Collision Repair Industry were discussed. The Committee was advised of the possibility of a new 2 year Associates Degree in Collision Repair and Refinishing.

The members agreed to look for new people to join the Committee.

DAVID L. DOMINIE
Instructor/Program Coordinator
Collision Repair and Refinishing

AUTO BODY ADVISORY COMMITTEE MINUTES FOR 14 May 2014

Members Present: Ashley Dickerson
Chris Sellers
Joe Fudala
George Davila

Instructor/Staff: David L. Dominie

Members Absent: Brad Walser
Gary Maddox

New Members: Sam Cooke – Devore-Cooke Auto Parts

Welcome: An informal meeting was held at the FTCC Auto Body Shop.

Business:

David Dominie, Instructor/Program Coordinator for the Collision Repair and Refinishing Department, convened the Auto Body Advisory Committee.

The discussion centered on the need for attendance at the Advisory Committee meetings. Also was discussed was the need for more and/or new members to join the Committee. The Committee was updated on the new 2 year Associates Degree in Collision Repair and Refinishing.

The members agreed to try to attend better and also look for new people to join the Committee.

DAVID L. DOMINIE
Instructor/Program Coordinator
Collision Repair and Refinishing

CRRT Advisory Board

The FTCC advisory board is made up of the following companies:

Gerber

PPG

Nationwide

Caliber

LKQ

Enterprise

Van Tuyl

I-CAR

In November of 2014, Dr. Brand and I traveled to Las Vegas for the SEMA show. While there we were asked to speak to the Board of Directors of the Collision Repair Education Foundation. CREF uses industry money to help support our program. Our briefing to the CREF board included representative of every member of our Advisory Board.

We will be having a board meeting here at the FTCC CRRT Center in August with the date to be determined.

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>

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

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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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2014-2015 End of Year Report**

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

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

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>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>

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

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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><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)	<p>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)</p>

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

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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>

**Fayetteville Technical Community College
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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>

**Fayetteville Technical Community College
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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>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>

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

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

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

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

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

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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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	<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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	<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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	<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 style="text-align: center;">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)
	<p>FASVS has provided the following:</p> <ul style="list-style-type: none"> • sidewalk improvements • resurfaced parking lot #2 • removed plant material • added overhead lighting at CBI/SLC • added lighting in LAH 137 & 141 <p>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.</p> <p>(Public Safety and Security)</p> <p>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.</p> <p>(Public Safety and Security)</p> <p>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.</p>

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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>

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

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

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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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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-factor 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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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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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
2014-2015 End of Year Report**

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

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

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

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2014-2015 End of Year Report**

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

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

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

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

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

Fayetteville Technical Community College

STRATEGIC PLAN 2015-2020



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

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



FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

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

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

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

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

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

Sincerely,

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

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

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

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

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

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by 3% annually.
3. Increase gainful employment (employment in field of study) of students.
4. Meet or exceed the NCCCS Performance Measures goals.
5. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies:

- Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)
- Use the Educational TV channel to provide timely information/programming to the community (2)
- Partner with community organizations to connect students to potential employers (3)
- Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)
- Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)
- Reduce the number of students testing into developmental classes. (1, 2)
- Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5,)
- Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5,)
- Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5,)
- Improve assessment plans with documented evidence of outcomes. (1)
- Create and administer a professional development program to support academic quality for student success. (1-5)

- Promote the use of research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at FTCC as well as other colleges that could be replicated. (1-5)
- Maintain memberships in relevant professional organizations and groups. (1-5)
- Promote faculty-staff engagement in public relations, community service, and College activities. (1, 2, 3, 5)
- Encourage faculty and staff to complete higher levels of relevant education and/or degree completion. (1, 2)
- Encourage Return to Industry Training. (1, 2)
- 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5)
- More clearly define and articulate expectations for the role of instructional leaders. (1, 5)
- Create an effective Instructional Leaders course. (1, 5)
- Standardize blackboard shells to ensure more active learning for students. (1, 5)
- Increase Work-Based Learning and intern work opportunities for students (1, 2, 3)
- Provide a safe and secure learning environment. (5)

Institutional Goal: 2 Establish a culture of quality customer service

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

Strategies:

- Explore the development of an Excellence in Service (EIS) course. (1-5)
- Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)
- Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)
- Resolve customer needs with minimal referral to others. (3)
- Answer the phone within 3 rings. (1-5)
- Educate all employees on functions and activities of College departments to minimize referrals. (2)
- Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)
- Triage lines to move customers to appropriate College locations quickly. (3, 4)
- Ensure signage is visible, adequate and accurate directing visitors to correct locations. (3, 4)
- Require all hiring managers to include one or more interview questions focused on customer service. (1-5)
- Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)
- Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support. (4)

- Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)
- Continue to refine the two FTCC website portals. One website is focused for students, ensuring it remains user-friendly and focused to student needs while the other website is focused for internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State and Federal legislation requirements. (1, 3)
- Promote equal employment opportunities in all aspects of the hiring process. Ensure one DDI targeted selection STAR criteria evaluates customer service orientation of all prospective candidates. (2, 3, 5)
- Include quality customer service and support as a measured item on annual performance appraisals. (5)
- Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)

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

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

Strategies:

- Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annually in May. (1-6)
- Ensure appropriate communication among affected areas. (1, 2, 4)
- Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)
- Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)
- Communicate with all levels of the College to stay abreast of the future needs of the community and forecast future funding needed to meet these needs. (1-6)
- Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)
- Cascade technology when replacements are made to reduce cost. (2, 4)
- Communicate the College's needs to the FTCC Foundation. (2)
- Create an effective grant and external funding program. (3)

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

1. Strengthen economic development in the College's service area.
2. Establish an effective job placement office.
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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