

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Dean's Office for Science *As of: 8/23/2016 10:38 PM EST*

Mission / Purpose

The Associate of Science and General Education Programs are committed to providing graduates of FTCC with a common core of competencies that promote success in the work place, facilitate the learning of technical skills, ease the transition to further higher education, and enhance quality of life.

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

O/O 1: New Math Courses

Ensure math faculty are teaching content appropriate for the new math courses added to the combined course library.

Relevant Associations:

Institutional Goals Associations

3 Ensure fiscal responsibility, accountability and financial stability.

Strategic Objectives Associations

FTCC

17 More clearly define and articulate expectations for the role of instructional leaders.

Related Measures

M 1: New Math Courses

What: To determine if faculty are using appropriate content in new math classes.

Why: To ensure all math faculty are using appropriate content for the new math courses as outlined in the Combined Course Library.

How: Have a common exam for each new course and gather statistics from the exams. Monitor the use of projects and activities in courses for which these types of assignments are required.

When: During the 2014-2015 assessment cycle.

Who: Dean of Math & Science

Source of Evidence: Focus groups on teaching, learning, program value

Target:

Ninety percent of the math faculty will demonstrate that they are fulfilling course content and assessment requirements as per the Combined Course Library descriptions of new courses.

Reporting Finding (2014-2015) - Target: Met

Ninety percent of the math faculty demonstrated that they are fulfilling course content and assessment requirements as per the Combined Course Library descriptions of new courses.

Resources gathered from CIP conference were shared with instructors and posted in MAT Bb site.

Course instructors met to discuss challenges/share resources.

Common final exams were developed for each course and were implemented Spring 2015 (except 143 - to be implemented Fall 2015).

Activities/projects assigned by instructors in each course were collected (some examples included).

Connected Documents

[Data Collection MAT 152](#)

[Girl Scout Project MAT 143](#)

[MAT 110 MAT Activities](#)

[MAT 110 Math Descriptions and Student Learning Outcomes](#)

[MAT 143 Math Descriptions and Student Learning Outcomes](#)

[MAT 152 Math Descriptions and Student Learning Outcomes](#)

[Mat 152 Round Table](#)

[MAT 152 Round Table Attendees](#)

[Math Professional Development Descriptions](#)

[Mortgage Refinancing MAT 143](#)

[Round Table MAT 143](#)

[Round Table MAT 143 Attendees](#)

[Survey MAT 152](#)

O/O 2: Transfer Performance

The transfer performance objective is to ensure that FTCC graduates from the Associate of Science program maintain a GPA of 2.0 at transfer institutions. The NC Performance Measures for Student Success monitors and evaluates community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

Relevant Associations:

InstitutionalGoals Associations

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

StrategicObjectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 56 100% of new instructors will successfully complete the Excellence in Teaching Course prior to teaching their first class.
- 60 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

Related Measures

M 2: Transfer Performance

What: To measure the performance of FTCC graduates from the Associate of Science at four-year institutions.

Why: To ensure that graduates are academically successful at four-year institutions as a result of what they learned at FTCC.

How: External reports received from the North Carolina Performance Measures for Student Success report, and the UNC General Administration Transfer Summary Report.

When: During the 2014-2015 assessment cycle.

Who: Dean of Math & Science

Source of Evidence: External report

Target:

Seventy five percent of Associate of Science students who transfer to a four year school will maintain a GPA of 2.0 or higher during the first 12 hours at their new institution.

Reporting Finding (2014-2015) - Target: Met

Eighty-eight percent of College Transfer students who transferred to a UNC school maintained a GPA of 2.0 or higher during the first year at their new institution.

Connected Documents

[Overall Success Rate Transfer Students 2013](#)

[Success Rate of College Transfer Table 2013](#)

O/O 3: Technology

The Dean will promote appropriate training, professional development opportunities, and leadership initiatives that lead to an increase in the effective use of educationally compatible technologies in completion of administrative tasks and in both face-to-face and online classes.

Relevant Associations:

InstitutionalGoals 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.

StrategicObjectives Associations

FTCC

- 11 Create and administer a professional development program to support academic quality for student success.
- 39 Standardize technology across the campus to reduce maintenance cost and maximize replacement parts.
- 40 Cascade technology when replacements are made to reduce cost.

Related Measures

M 3: Technology

What: Improve Technology Integration within the Division of Math & Science.

Why: Provide educational and support programs in order to recruit, serve, and retain students.

How: Promote appropriate training, professional development opportunities, and leadership initiatives that lead to an increase in the effective use of educationally compatible technologies in completion of administrative tasks and in both face-to-face and online classes.

When: During the 2014-2015 assessment cycle.

Who: Dean of Science

Source of Evidence: Existing data

Target:

At least 75% of the faculty in Math and Science will participate in professional development related to Technology Integration Initiatives.

Reporting Finding (2014-2015) - Target: Met

At least 75% of the faculty in Math and Science participated in professional development related to Technology

Integration Initiatives.

Shared new Datatel features with instructors, SPRT for checking prerequisites and XFWAWD for online drop of students.

Connected Documents

[BIO Faculty Attendance at WileyPLUS BIO Training](#)
[Calculator Roster](#)
[E-Book Roster](#)
[Math Professional Development Descriptions](#)
[Technology Integration in the Physical Science Department](#)
[Technology Workshop Attendees](#)
[WileyPLUS BIO Training description](#)

Annual Report Section Responses

Program Review (Academic Units)

Support entities are not required to have academic program reviews.

Advisory Comm. Minutes (Academic Units)

Attached are the Advisory Board for April.

Connected Documents

[Advisory Board Meeting April 2, 2015](#)
[Advisory Board Survey Results April 2, 2015](#)

End Of Year Reports (VPs, AVPs, Deans)

Attached is the Strategic Plan for FTCC 2014-2019.

Connected Documents

[End of Year Report 2014_15](#)
[Strategic Plan 2015-2020](#)

Use the data that from our survey and find the following information.

Outcomes: Find a point estimate and a margin of error. Construct and interpret confidence intervals for a population. Determine the minimum sample size required when estimating a population mean. State the null and alternative hypothesis. Identify possible type I and type II errors. Identify the nature of a hypothesis test. Find and use P-Values and rejection regions for hypothesis testing. Interpret the decisions form the result of the hypothesis testing on the context of the original claim. Find the linear correlation and equation of a regression line. Predict values using a regression line.

Part 1: Use the heights of the statistics students at FTCC

- I. Point Estimate
 - A. When estimating a population mean, are you more likely correct when you use a point estimate or an interval estimate? Explain your reasoning.
 - B. Which statistic is the best unbiased estimator for the population mean? Explain.
 - C. For the same sample statistics, which level of confidence would produce the widest confidence interval? Explain your reasoning.
- II. Margin of Error and Confidence Interval
 - A. State the mean and standard deviation of the heights data set. Round to the nearest tenth.
 - B. Find the following margin of errors using your sample statistics above with the following level of confidence. Round to the nearest tenth.
 1. $C = .80$
 2. $C = .85$
 3. $C = .90$
 4. $C = .95$
 5. $C = .98$
 6. $C = .99$
 - C. Construct the confidence interval for each of the confidence levels in part B above. Round to the nearest tenth.
- III. Sample Size
 - A. What would be a reasonable margin of error for your data set if you had to decide independently? Explain your reasoning.
 - B. Determine the minimum sample size required to be 95% confident given your standard deviation and the margin of error that you decided on in part A as reasonable for your data set. Use s as an approximation of the population standard deviation, σ .
 - C. What happens to your minimum sample size if you increase or decrease your margin of error for your data set? Explain.

Part 2: I have done some research online about the heights and have set up hypothesis for you to perform. You are to use the same sample data that you used above to test the hypothesis below that is about your data. Set up your hypothesis and then preform each step below labeling the values and explaining what you are doing.

Height: Your instructor at FTCC claims that the students are short at this college. I did some research online and found that the average height of an adult human is 69 inches. At a significance level of 0.05, test the instructors claim that the mean height of students at this college is less than the average height of an adults in the US. (taken from <http://www.fas.harvard.edu/~loebinfo/loebinfo/Proportions/humanfigure.html>)

a. Ho : _____ Ha: _____

Type I error: _____

Type II error: _____

b. Circle the test that you will use:

Z-Test T-Test 1-PropZTest

c. Draw a graph indicating the critical value(s) and rejection region(s).

d. What is the value of the test statistic? _____ Round to 3 decimal places.

e. What is your p-value? _____ Round to 5 decimal places.

f. Circle which of these you will conclude:

Reject Ho or Fail to Reject Ho

g. Fill-in the blanks:

There _____ (is/is not) enough evidence to _____ (support/reject) the claim that _____.

IV. Hypothesis

- A. State your claim.
- B. State your Null Hypotheses.
- C. State the Alternative Hypotheses.
- D. Describe the two types of error possible in a hypothesis test decision.

V. Finding P-Values and Rejection Regions

- A. Identify the type of test you are going to conduct.
- B. What is the level of significance that you are going to use to test your Hypotheses?
- C. Calculate the test statistic and its corresponding standardized test statistics. Round to 3 decimal places.
- D. Find the Critical values and rejection region(s)
- E. Find the P-value. Round to 5 decimal places.

- VI. Interpret the decisions.
 - A. What is your decision concerning your Null Hypotheses?
 - B. Write a statement to interpret the decision in the context of the original claim.

Part 3: Use the paired data of shoe size and height to do the following.

- VII. Linear Correlation
 - A. Using data sets chosen, construct a scatter plot.
 - B. Find the correlation coefficient for the data sets. Round to 4 decimal places.
 - C. Test the correlation to see if it is significant. Use $\alpha = 0.05$.
- VIII. Regression Line
 - A. Find the equation of the regression line for your scatter plot. Round to 2 decimal places.
 - B. Find 3 prediction values using the equation of the regression line. You can choose any 3 feasible values. Round to the nearest tenth.

Answer Sheet and Rubric for Real Data Project Part 3

Part 1

I A) _____ (2 pts)

B) _____ (2 pts)

C) _____ (2 pts)

II A) \bar{x} = _____ s = _____ (2 pts)

B1) _____ (2 pts)

B2) _____ (2 pts)

B3) _____ (2 pts)

B4) _____ (2 pts)

B5) _____ (2 pts)

B6) _____ (2 pts)

C1) _____ (1 pt)

C2) _____ (1 pt)

C3) _____ (1 pt)

C4) _____ (1 pt)

C5) _____ (1 pt)

C6) _____ (1 pt)

III A) _____ (2 pts)

B) _____ (2 pts)

C) _____ (2 pts)

Part 2

VI a) H_0 : _____ H_a : _____ (4 pts)

Type I error: _____(3 pts)

Type II error: _____(3 pts)

V b) Circle the test that you will use: (3 pts)

Z-Test T-Test 1-PropZTest

c) Draw a graph indicating the critical value(s) and rejection region(s). $\alpha =$ _____ (3 pts)

d) What is the value of the test statistic? _____ (3 pts)

e) What is your p-value? _____ (3 pts)

VI f) Circle which of these you will conclude: (3 pts)

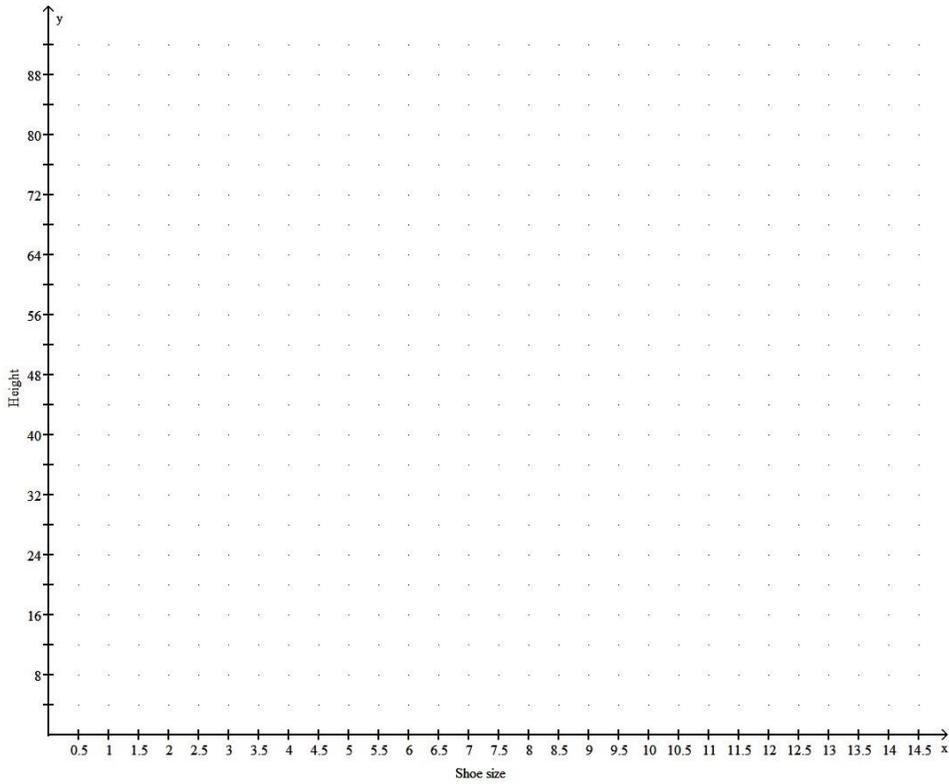
Reject H_0 or Fail to Reject H_0

g) Fill-in the blanks: (4 pts)

There _____ (is/is not) enough evidence to _____ (support/reject) the claim that _____.

Part 3

VII A) (5 pts)



B) $r =$ _____ (5 pts)

C) (5 pts)

VIII A) $\hat{y} =$ _____ (5 pts)

B1) $x =$ _____ $\hat{y} =$ _____ (3 pts)

B2) $x =$ _____ $\hat{y} =$ _____ (3 pts)

B2) $x =$ _____ $\hat{y} =$ _____ (3 pts)

PROJECT OUTLINE SHEET:

GIRL SCOUT TRIP

Situation:

Imagine that you are a travel consultant. You will be planning a trip for a Girl Scout troop. 4 girls and 2 adults will be traveling and you must plan the entire trip. All the expenses for the trip must not exceed \$3000. You can plan 1 trip or several mini-trips.

Strategies:

1. Decide which place to visit.

2. Transportation:
 - a. Estimate the distance that the troop will travel
 - b. Select the mode of transportation(s)
 - c. If it is a vehicle: You must go to the actual site and rent a vehicle, supply a screenshot of the information.
 - d. If it is a bus, plane, train, or boat: You must go to the actual site and supply screenshots of all the necessary information and cost for the entire trip.
 - e. If we need to purchase gas, estimate the fuel cost for the entire trip.

3. Time:
 - a. What are the dates of the trip.
 - b. Estimate how long will it take to get to the destination

4. Lodging:

- a. Where will we stay
- b. How many rooms will we need
- c. How many nights will we need to reserve at a hotel or other forms of lodging
- d. What particular hotel(s) or other lodging

5. Food:

- a. Include a food budget
- b. Allow for 2 -3 meals a day
- c. We need snacks
- d. Where will we eat
- e. Is meals included with the lodging package
- f. What will we eat
- g. Are there particular places or particular things you would like for us to eat

6. Entertainment/Activities

- a. Include a daily itinerary
- b. What are we going to do
- c. Do we need to buy tickets for anything
- d. Do we have to pay for parking
- e. Will we have a budget for souvenirs or extras

Fractions and Decimals

Write each as a decimal. Use repeating decimals when necessary.

1) $\frac{1}{4}$

2) $2\frac{3}{5}$

3) $\frac{5}{8}$

4) $\frac{3}{5}$

5) $\frac{7}{200}$

6) $\frac{8}{33}$

7) $\frac{6}{11}$

8) $\frac{7}{50}$

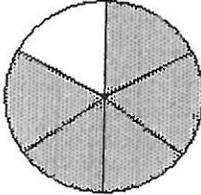
9) $4\frac{27}{125}$

10) $\frac{7}{20}$

NAME : _____ DATE : _____

Write fractions to represent the shaded and unshaded portions of the figure.

1)



Solve the problem.

2) Of 13 crates of apples, 7 crates are Granny Smiths. What fraction of the crates are not Granny Smiths?

Identify the numerator and denominator.

3) $\frac{13}{27}$

List the proper fractions in the group.

4) $\frac{7}{12}, \frac{14}{13}, \frac{7}{2}, \frac{11}{4}, \frac{3}{4}$

List the improper fractions in the group.

5) $\frac{34}{2}, \frac{2}{21}, \frac{3}{4}, \frac{46}{44}, \frac{58}{58}$

Fill in the blanks to complete the sentence.

6) The fraction $\frac{7}{60}$ represents ___ of the ___ equal parts into which a whole is divided.

A) 60, 7

B) 7, 60

C) $\frac{7}{60}, 60$

D) $\frac{7}{60}, 7$

Write the mixed number as an improper fraction. Reduce answer to lowest terms when necessary.

7) $13\frac{9}{10}$

Write the improper fraction as a whole or mixed number.

8) $\frac{47}{8}$

Write the fraction in lowest terms.

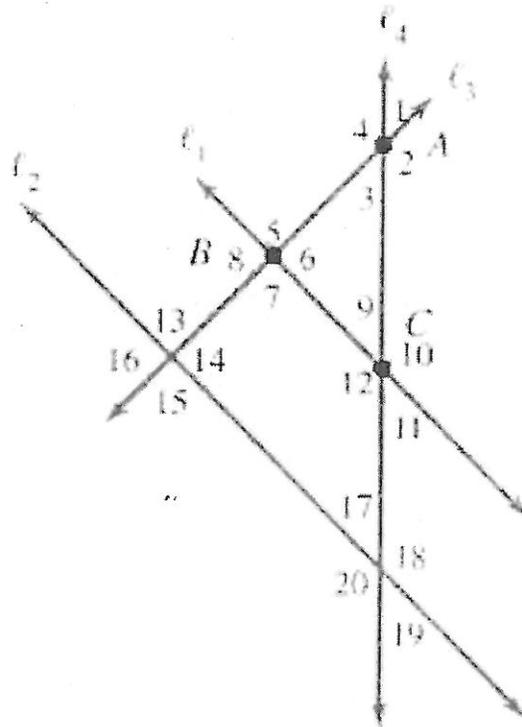
9) $\frac{20}{36}$

10) $\frac{930}{15}$

What is the Measure of that Angle?

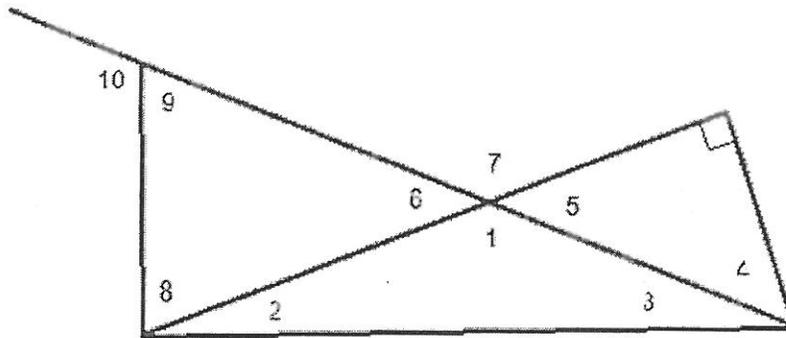
Use the properties of angles to find the measurement of each numbered angle. Next to each angle write the property that you used to get the measure, for example "vertical angles with angle 11".

Given: l_1 and l_2 are parallel lines and $m\angle 1 = 32^\circ$ and $m\angle 10 = 130^\circ$. Find the rest of the number angles.



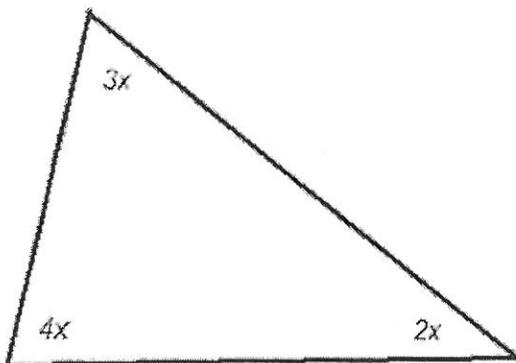
Angle	Justification	Angle	Justification
$m\angle 1 =$		$m\angle 11 =$	
$m\angle 2 =$		$m\angle 12 =$	
$m\angle 3 =$		$m\angle 13 =$	
$m\angle 4 =$		$m\angle 14 =$	
$m\angle 5 =$		$m\angle 15 =$	
$m\angle 6 =$		$m\angle 16 =$	
$m\angle 7 =$		$m\angle 17 =$	
$m\angle 8 =$		$m\angle 18 =$	
$m\angle 9 =$		$m\angle 19 =$	
$m\angle 10 =$		$m\angle 20 =$	

Given $m\angle 2=18^\circ$, $m\angle 7=142^\circ$ and $m\angle 8=72^\circ$, find the rest of the numbered angles.



Angle	Justification	Angle	Justification
$m\angle 1 =$		$m\angle 6 =$	
$m\angle 2 =$		$m\angle 7 =$	
$m\angle 3 =$		$m\angle 8 =$	
$m\angle 4 =$		$m\angle 9 =$	
$m\angle 5 =$		$m\angle 10 =$	

Find the value for x and the measurement of each angle.



Equation: _____

$x =$ _____

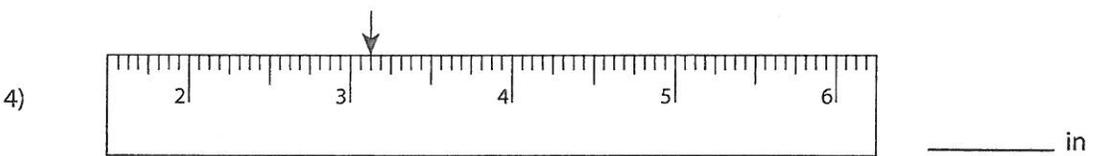
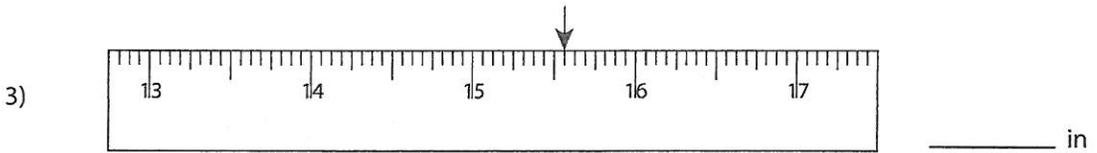
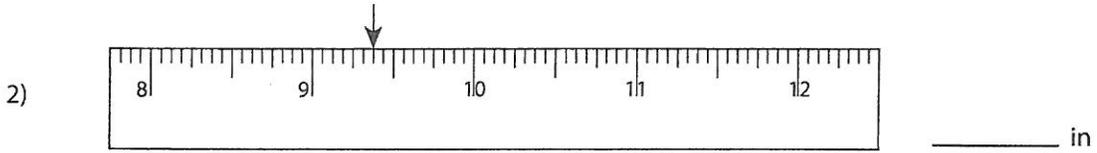
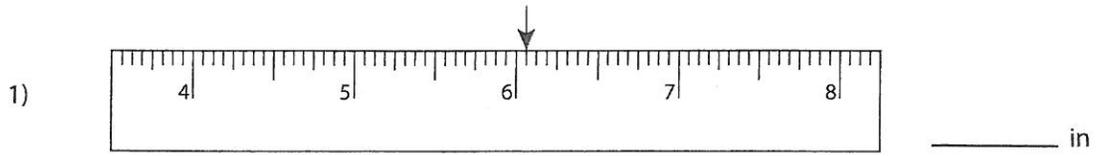
List all angles: _____

Name : _____

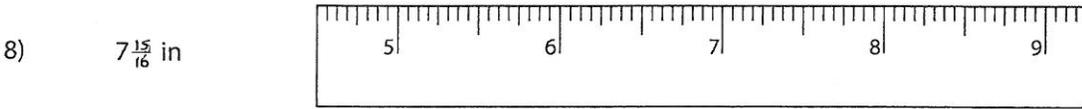
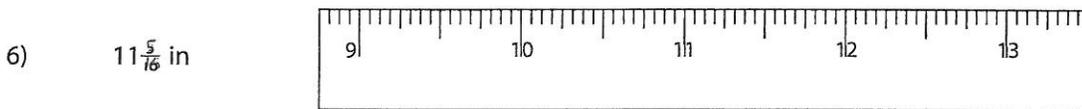
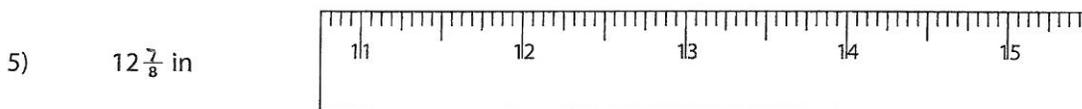
Score : _____

Reading & Marking Ruler

Write the reading shown by the pointer in each problem.



Draw the pointer to show the reading in each problem.

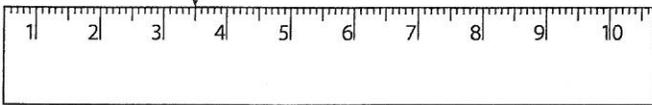


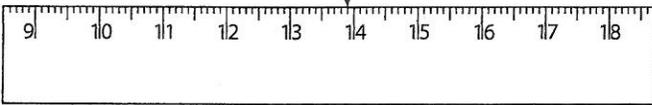
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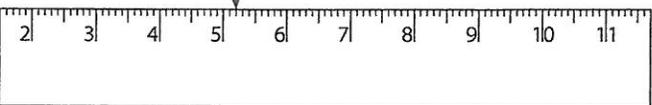
Score : _____

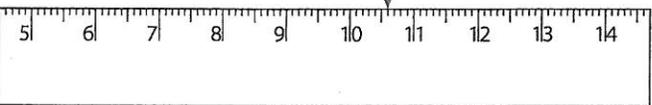
Reading & Marking Ruler

Write the reading shown by the pointer in each problem.

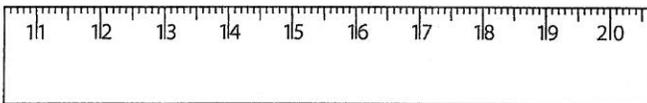
1)  _____ cm

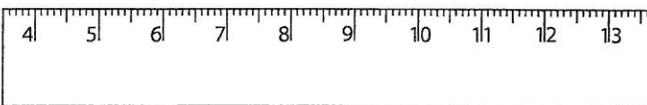
2)  _____ cm

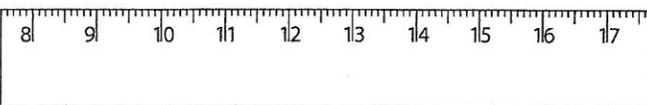
3)  _____ cm

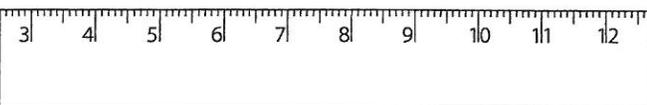
4)  _____ cm

Draw the pointer to show the reading in each problem.

5) 13.8 cm 

6) 8.3 cm 

7) 15.7 cm 

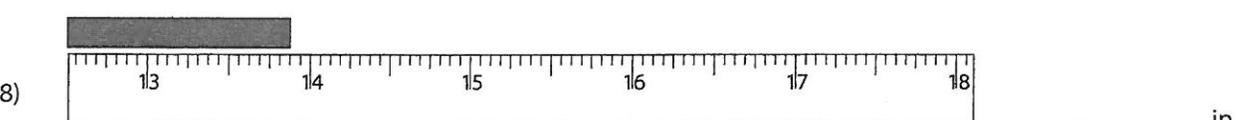
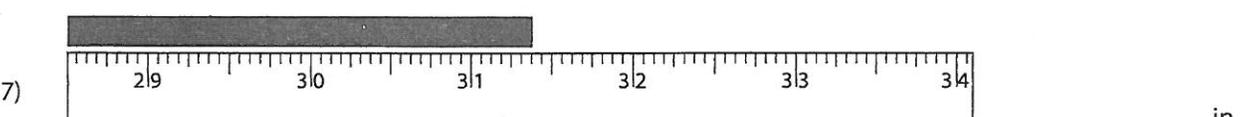
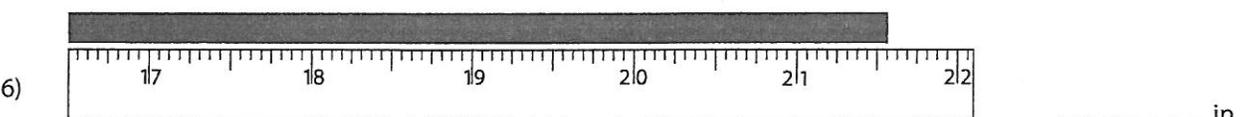
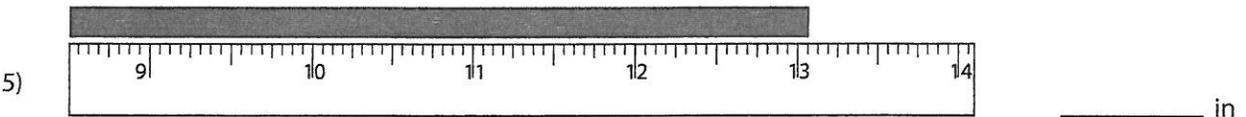
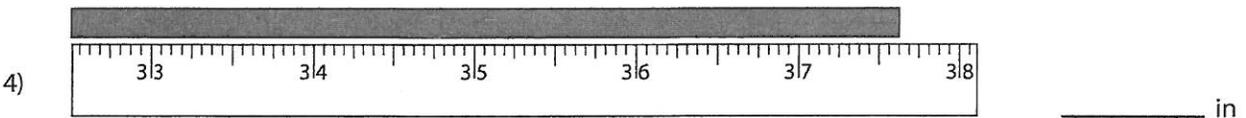
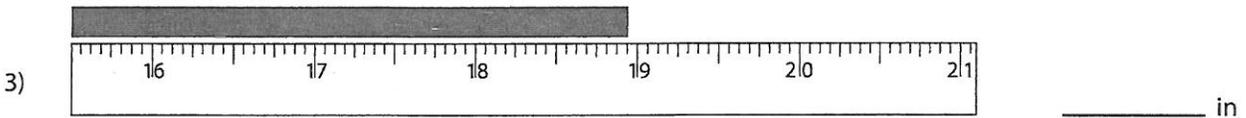
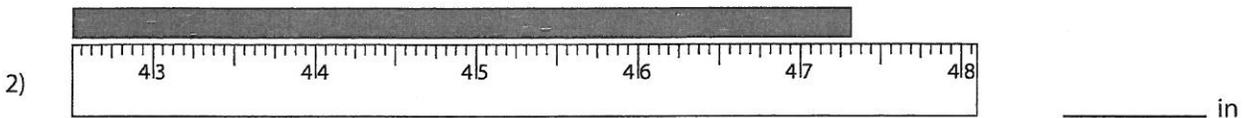
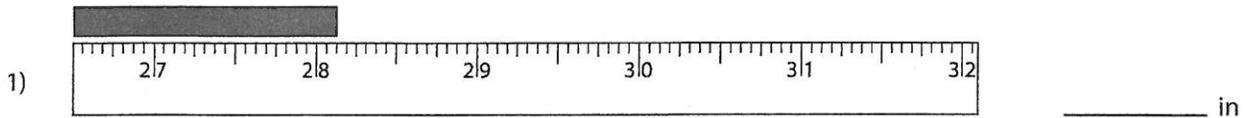
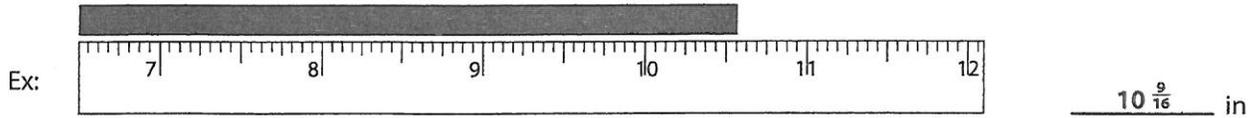
8) 12.1 cm 

Name : _____

Score : _____

Reading Tapes

Measure the length of each bar.

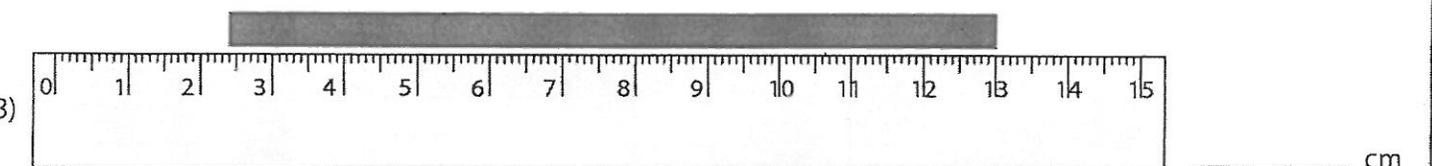
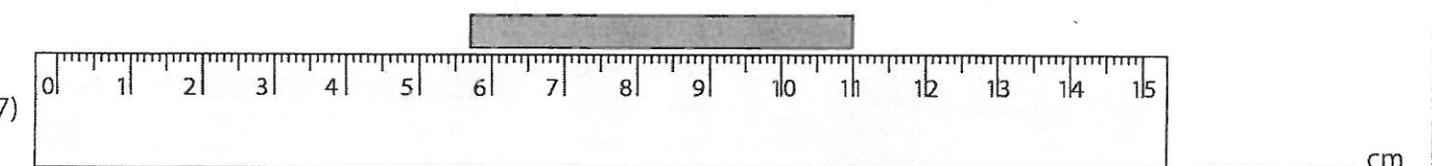
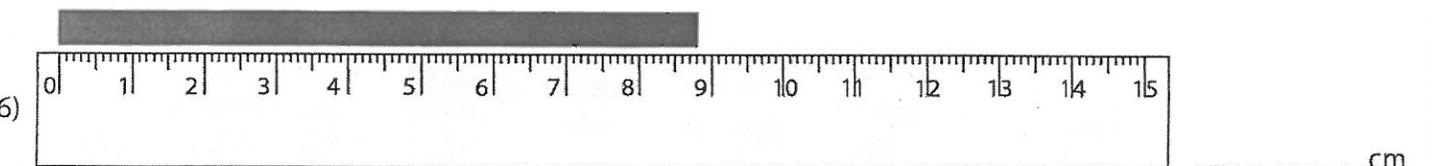
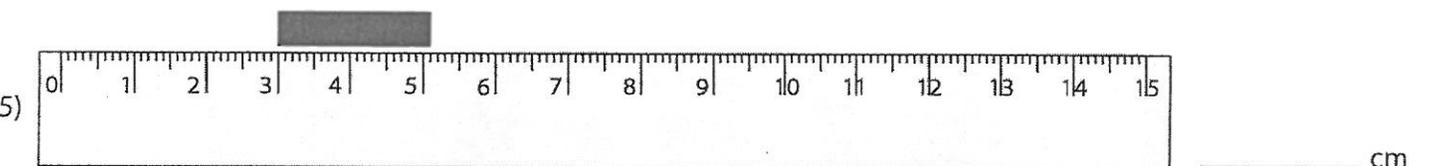
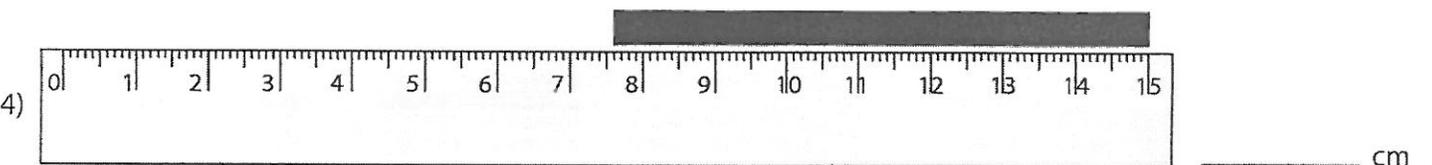
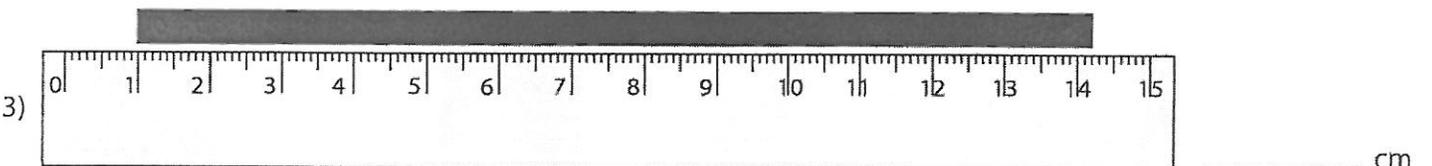
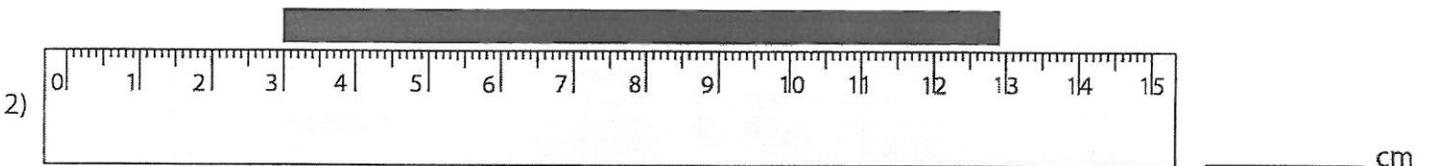
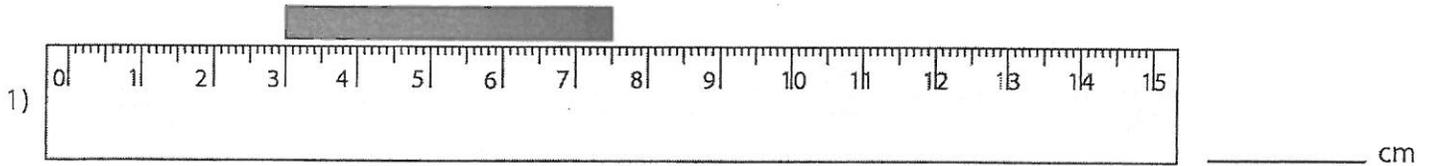


Name : _____

Score : _____

Measuring Bars

Measure the length of each bar.



Why can't bikes stand up by themselves?

16

TO FIND THE ANSWER TO THIS IMPORTANT QUESTION, FOLLOW THESE DIRECTIONS:

Measure any line segment below to the nearest one-eighth inch. Then find your answer in the answer column. The number in front of the answer tells you where to put the letter of the line segment in the row of boxes at the bottom of the page.

KEEP WORKING UNTIL YOU DISCOVER THE FOUR-WORD ANSWER.

(R)		(1)	$3\frac{7}{8}$ "
(O)		(2)	$1\frac{7}{8}$ "
(E)		(3)	$2\frac{1}{8}$ "
(D)		(4)	$2\frac{3}{4}$ "
(T)		(5)	$4\frac{1}{4}$ "
(E)		(6)	$4\frac{3}{4}$ "
(T)		(7)	$2\frac{3}{8}$ "
(E)		(8)	$4\frac{3}{8}$ "
(T)		(9)	$4\frac{5}{8}$ "
(Y)		(10)	$3\frac{1}{4}$ "
(A)		(11)	$5\frac{1}{4}$ "
(H)		(12)	$3\frac{5}{8}$ "
(I)		(13)	$5\frac{1}{8}$ "
(W)		(14)	$1\frac{1}{2}$ "
(R)		(15)	3"

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

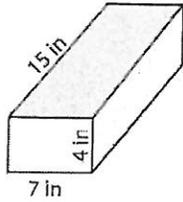
Name : _____

Score : _____

Volume - Mixed Shapes

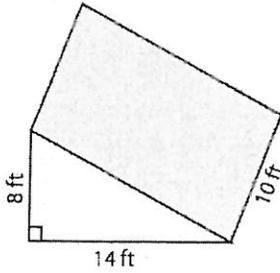
Find the exact volume of each shape.

1)



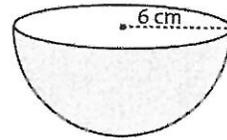
Volume = _____

2)



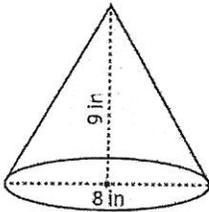
Volume = _____

3)



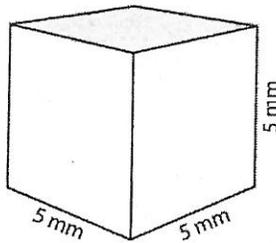
Volume = _____

4)



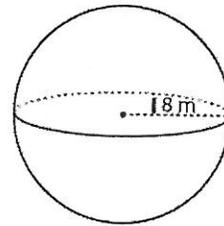
Volume = _____

5)



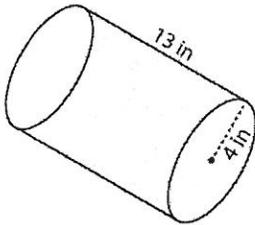
Volume = _____

6)



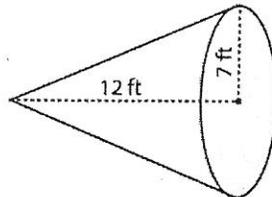
Volume = _____

7)



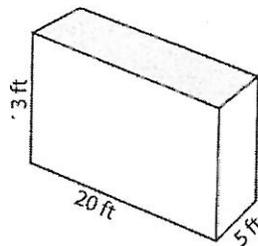
Volume = _____

8)



Volume = _____

9)

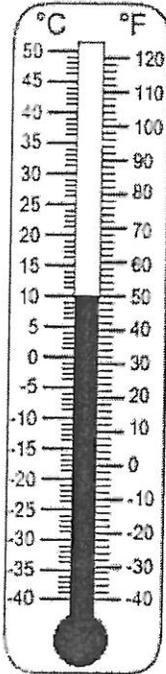


Volume = _____

Temperature Conversion

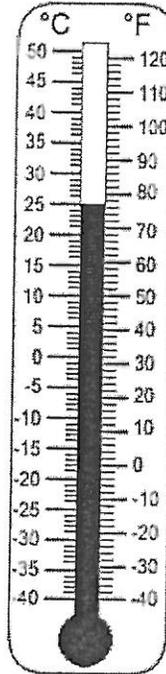
Write the temperature shown on each thermometer

1)



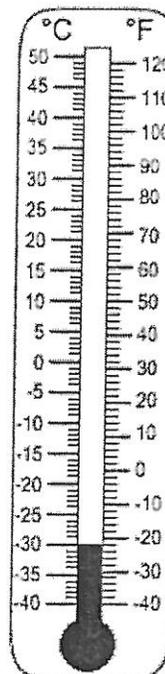
10 °C = _____ °F

2)



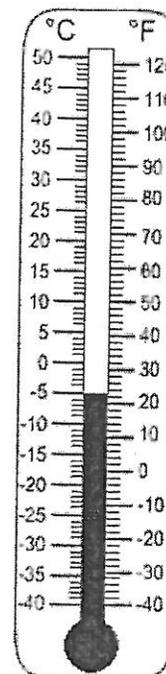
77 °F = _____ °C

3)



-30 °C = _____ °F

4)



23 °F = _____ °C

Formula to convert °C to °F

$$F = 1.8 C + 32$$

Convert Celsius into Fahrenheit

5) 50 °C = _____ °F

6) 75 °C = _____ °F

7) 80 °C = _____ °F

8) 45 °C = _____ °F

Formula to convert °F to °C

$$C = \frac{5}{9}(F - 32)$$

Convert Fahrenheit into Celsius

9) 203 °F = _____ °C

10) 86 °F = _____ °C

11) 149 °F = _____ °C

12) 158 °F = _____ °C

Student Name: _____

Score: _____

Box – Whisker Plot - Easy

Problem 1:

Draw box and whisker for the given data:

8, 6, 3, 5, 3, 4, 2, 9

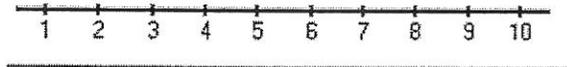
Work Space:

First Quartile =

Second Quartile or Median =

Third Quartile =

Range =



Problem 2:

Draw box and whisker for the given data:

4, 8, 8, 6, 2, 2, 8, 6, 6, 9

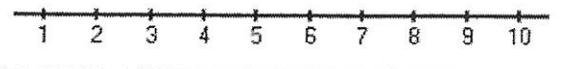
Work Space:

First Quartile =

Second Quartile or Median =

Third Quartile =

Range =



Mat 110
Mortgage Activity
Computer Lab

Name _____

Date _____

Go to the website www.bankrate.com to find the monthly payment for each of the following loans described. When you have finished you can work on your WebAssign Homework.

Find the monthly payment for the following:

1. \$48,500; 30 years; 6% 1. _____

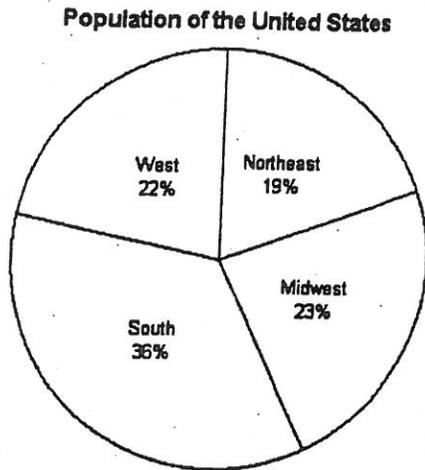
2. \$69,900; 30 years; 6 ½% 2. _____

3. \$112,000; 15 years; 7% 3. _____

4. \$112,000; 30 years; 7% 4. _____

Frequency Distribution, Histogram and Pie Chart

1. Use the following circle graph to help you answer the question:



If the population of the U.S. on April 1, 2000 was 281,421,906, how many people were living in the South on that date? *(to nearest whole person)*

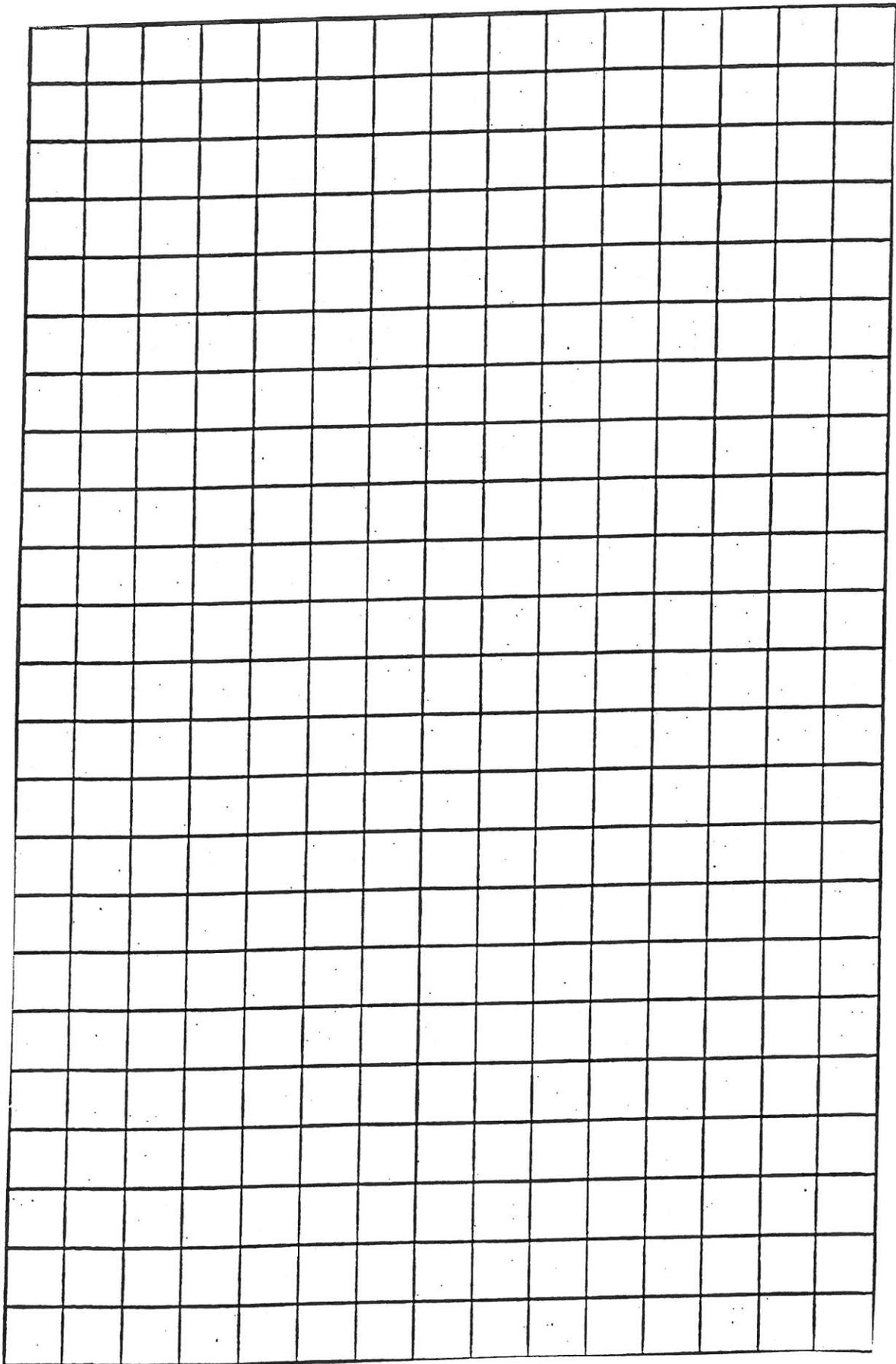
2. The following data represent the ages of the U.S. presidents at their first inauguration.

57 57 49 52 50 51 51 56 46
 61 61 64 56 47 56 60 61 54
 57 54 50 46 55 55 62 52 47
 57 68 48 54 54 51 43 69
 58 51 65 49 42 54 55 64

Using the data above, fill in the columns of the given frequency table:

Age at first Inauguration	Tally of number of U. S. presidents	Frequency (Total of tally)
40 - 44		
45 - 49		
50 - 54		
55 - 59		
60 - 64		
65 - 69		

3. Draw a histogram with the data in the above frequency distribution table.



Measures of Dispersion

For the following data {15, 13, 10, 7, 6, 9, 10}, find the following: Round to two decimal places if necessary.

Range _____

Mean _____

Variation _____

Standard Deviation _____

You may use the chart below to organize the data.

Scores	Score – Mean	(Score – Mean) ²

Sum of the Squares _____

MAT 110 Math Measurement and Literacy

Course Description:

This course provides an activity-based approach that develops measurement skills and mathematical literacy using technology to solve problems for non-math intensive programs. Topics include unit conversions and estimation within a variety of measurement systems; ratio and proportion; basic geometric concepts; financial literacy; and statistics including measures of central tendency, dispersion, and charting of data. Upon completion, students should be able to demonstrate the use of mathematics and technology to solve practical problems, and to analyze and communicate results.

Student Learning Outcomes:

A student who completes this course should be able to

1. Demonstrate estimation skills and justify results.
2. Use dimensional analysis to convert units of measurement.
3. Employ fractions, percentages and proportions to solve contextual problems.
4. Compute geometric measurements of perimeter, area, volume and angles.
5. Use technology to analyze and interpret elements of personal finance.
6. Compare and contrast measures of center and measures of dispersion.
7. Interpret tables, charts, and graphs and communicate results..

MAT 143 Quantitative Literacy

Course Description:

This course is designed to engage students in complex and realistic situations involving the mathematical phenomena of quantity, change and relationship, and uncertainty through project- and activity-based assessment. Emphasis is placed on authentic contexts which will introduce the concepts of numeracy, proportional reasoning, dimensional analysis, rates of growth, personal finance, consumer statistics, practical probabilities, and mathematics for citizenship. Upon completion, students should be able to utilize quantitative information as consumers and to make personal, professional, and civic decisions by decoding, interpreting, using, and communicating quantitative information found in modern media and encountered in everyday life.

Student Learning Outcomes:

A student who completes this course should be able to

1. Judge the reasonableness of results using estimation, logical processes, and a proper understanding of quantity.
2. Utilize proportional reasoning to solve contextual problems and make conversions involving various units of measurement.
3. Identify, interpret, and compare linear and exponential rates of growth to make predictions and informed decisions based on data and graphs.
4. Differentiate between simple and compound interest and analyze the long-term effects of saving, investing, and borrowing.
5. Describe, analyze, and interpret statistical information such as graphs, tables, and summarized data to draw appropriate conclusions when presented with actual statistical studies
6. Determine probabilities and expected values and use them to assess risk and make informed decisions.
7. Analyze civic and/or societal issues and critique decisions using relevant mathematics.

MAT 152 Statistical Methods I

Course Description:

This course provides a project-based approach to introductory statistics with an emphasis on using real-world data and statistical literacy. Topics include descriptive statistics, correlation and regression, basic probability, discrete and continuous probability distributions, confidence intervals and hypothesis testing. Upon completion, students should be able to use appropriate technology to describe important characteristics of a data set, draw inferences about a population from sample data, and interpret and communicate results.

Student Learning Outcomes:

A student who completes this course should be able to

1. Organize, display, calculate, and interpret descriptive statistics.
2. Apply basic rules of probability.
3. Identify and apply appropriate probability distributions.
4. Perform regression analysis.
5. Analyze sample data to draw inferences about a population parameter.
6. Communicate results through a variety of media.

Mat 152 Round Table

As Mat 152 instructors, we need to get together and commiserate. We are always trying to improve our classes and increase our students' success. Sharing ideas with each other is the best way to achieve that goal. We will be meeting on Tuesday, March 31, 2015, at 2 pm in HOS 622A. We will be discussing the following:

- How is your Mat 152 class going?
- Do the students seem ready for the course?
- Do we think that adding a support course would help?
- What problems are you running into in the course?
- What we can do as a department to help?

In this course, you are doing 4-6 critical thinking projects. Please bring 3 or 4 examples of the critical thinking projects that you are doing or have planned. I will be collecting them for Chris. He needs them for his report.

See you there!

Cara

Round Table for Mat 152 (March 31, 2015)

Charlese Gibbs



Yan Song



Ilona Lessay



Tracy Welch



Shelly Pruitt

Could not attend:

Mike Leonard - Dr. Appt.

Thomas Strommer - retiring

Joyce Lewis - class

Jessica West - class

Lindsay Lee - Dr. Appt.

Akeyta Thomas - ?

Professional Development Opportunities for Mathematics Faculty

All faculty are required to attend at least one session

Tuesday, March 10, 2015

10:00 AM – 11:30 AM TI-Nspire Workshop HOS 642-A

Come and learn how to use the new TI-Nspire CX calculator. This is one of the graphing calculators we allow our students to use. A calculator will be provided for you to use in the workshop. Afterwards, see Dr. Strommer if you are interested in signing one out for use in your classroom. Primary Facilitator: Chris Diorietes.

(If you plan to attend this session and do not have a TI-Nspire, please e-mail Lori Kiel by Friday, March 6.)

2:00 PM – 3:30 PM Developmental Math Meeting HOS 644-B

This meeting is mandatory for any instructor who teaches developmental mathematics classes. Joyce Lewis will discuss changes that are being made to the syllabi and MyMathLab sites for all DMA/DMS courses. In addition, Carol Conklin will facilitate a discussion of best practices in the developmental mathematics classroom. Come to learn new strategies and share the strategies that you have found to be successful.

Wednesday, March 11, 2015

10:00 AM – 11:30 AM E-Books Are Here to Stay! HOS 644-B

Attend this session to explore the challenges and opportunities created by the use of e-books in the mathematics classroom. This is your chance to contribute to the creation of a set of departmental guidelines for e-book usage. Facilitator: Chris Diorietes.

2:00 PM – 3:30 PM MAT 143 Quantitative Literacy HOS 642-A

This meeting is mandatory for any instructor who is currently teaching MAT 143 or knows they will teach it in an upcoming semester. Bring projects you have assigned or will assign in your class. You will review the proposed common final exam, collaborate as a team, and share ideas for improving the course. Primary Facilitator: Shelly Pruitt.

Rubric:

10 points What are the monthly payments on the original loan?

10 points Work is shown.

10 points What would the monthly payments be on the second loan?

10 points Work is shown.

10 points What would the total payout be if you continued with the original 30-year loan without refinancing?

10 points Work is shown.

10 points What would the total payout be with the refinancing plan?

10 points Work is shown.

20 points Compare the two options and decide which one you would choose. What other factors should be considered in making decision? Use complete sentence and proper grammar. This should be about 100 words long.

MAT 143 Round Table

2:00 PM – 3:30 PM

MAT 143 Quantitative Literacy

HOS 642-A

This meeting is mandatory for any instructor who is currently teaching MAT 143 or knows they will teach it in an upcoming semester. Bring projects you have assigned or will assign in your class. You will review the proposed common final exam, collaborate as a team, and share ideas for improving the course. Primary Facilitator: Shelly Pruitt.

MAT 143 Meeting 3-11-15

2:00 - 3:30

Shelly Pruitt

Akayta Thomas

Michelle Robinson

Jean Murray

Joannis Rodgers

Vincent Sei

Ilona Peterin Lessey

MariAnn Lamoreux

Yan Song

April Harvey

Marie Cash

Real Data Project part 1: Chapters 1 & 2

Outcomes: Use Descriptive Statistics to organize raw data into a table, make graphs, and find measures of central tendency, dispersion, and outliers.

We collected some data at the beginning of the semester. We are going organized and summarized some of the data collect.

- I. Perform the following operations on the Ages of Statistics students at FTCC
 - A. Is it qualitative data or quantitative data? What is the level of measurement?
 - B. Sort the data in ascending order
 - C. Make an expanded frequency table with seven classes, including their frequency distribution, relative frequency, cumulative frequency, midpoints, and class boundaries.
 - D. Use the table in Part C to construct a:
 1. Ogive
 2. Relative frequency histogram. State any skewedness the graph might display.**Note:** You can use software (Excel, online software, etc.) or draw them by hand using graph paper. I have posted some web links in Blackboard under Resources.
 - E. Use your calculator or software to calculate the following descriptive statistics.
 1. Mean
 2. Standard Deviation
 3. Median
 4. First Quartile
 5. Third Quartile
 - F. Use the values from Part E to
 1. Construct an IQR boxplot.
 2. Determine which data values, if any, are outliers. Justify your answers.
 - G. Which measure of "Average" do you feel best describes your data set? Why?
- II. Perform the following operations on Hair color of Statistics students at FTCC
 - A. Is it qualitative data or quantitative data? What is the level of measurement?
 - B. Sort the data
 - C. Make a table of the data and their frequencies
 - D. Use the table in Part C to construct a:
 1. Pareto graph
 2. Circle graph**Note:** You can use software (Excel, online software, etc.) or draw them by hand using graph paper. I have posted some web links in Blackboard under Resources.
 - E. Find the mode.
- III. Perform the following operations on Number of people living in your household
 - A. Is it qualitative data or quantitative data? What is the level of measurement?
 - B. Sort the data
 - C. Make a frequency table

- D. Use the table in Part C to construct a Frequency histogram. State any skewedness the graph might display.
Note: You can use software (Excel, online software, etc.) or draw them by hand using graph paper. I have posted some web links in Blackboard under Resources.
- E. Use your calculator or software to calculate the following descriptive statistics.
1. Mean
 2. Standard Deviation
 3. Median
 4. First Quartile
 5. Third Quartile
- F. Use the values from Part E to
1. Construct an IQR boxplot.
 2. Determine which data values, if any, are outliers. Justify your answers.
- G. Which measure of “Average” do you feel best describes your data set? Why?

Turn this into the Assignment Manager in Blackboard. The link to upload it is in Module 4. You can turn this in as a .doc file or .ppt file. If you do not have Microsoft Office, you can use Open Office, Sky Drive or Google docs. However, do not send me a link to the document. Download it, save it on your computer, and up load it into Blackboard.

**Remember, if you use a site to make a graph, you should reference it. Use APA format.

Rubric for Real Data Project Part 1

I. A) 2 points B) 2 points C) 10 points D1) 5 points D2) 5 points E1) 2 points E2) 2 points E3) 2 points E4) 2 points E5) 2 points F1) 5 points F2) 2 points G). 2 points	II. A) 2 points B). 2 points C) 5 points D1) 5 points D2) 5 points E) 2 points	III. A) 2 points B) 2 points C) 5 points D) 5 points E1) 2 points E2) 2 points E3) 2 points E4) 2 points E5) 2 points F1) 5 points F2) 2 points G) 2 points
---	--	---

Neatness: **3 points**

Timestamp	How old are you?	What color is your hair?	How many people live in your home? (Count yourself as 1.)
2015/01/12 7:54:03 AM EST	23	Brown	2
2015/01/12 11:25:02 AM EST	42	Brown	3
2015/01/12 11:34:55 AM EST	58	Black	1
2015/01/12 11:55:20 AM EST	28	Brown	3
2015/01/12 12:41:33 PM EST	26	Blonde	2
2015/01/12 12:44:14 PM EST	22	Brown	3
2015/01/12 1:09:54 PM EST	20	Brown	5
2015/01/12 1:49:49 PM EST	20	Brown	3
2015/01/12 4:07:38 PM EST	26	Brown	4
2015/01/12 5:55:39 PM EST	20	Black	2
2015/01/12 7:59:46 PM EST	38	Black	3
2015/01/12 10:51:54 PM EST	24	Blonde	3
2015/01/12 11:09:00 PM EST	22	Brown	3
2015/01/13 8:28:39 AM EST	36	Brown	4
2015/01/13 1:03:31 PM EST	23	Brown	2
2015/01/13 2:12:29 PM EST	42	Blonde	5
2015/01/14 11:52:41 AM EST	22	Brown	2
2015/01/15 2:19:47 PM EST	33	Black	4
2015/01/15 6:37:09 PM EST	23	Other	2
2015/01/15 7:41:43 PM EST	30	Red	5
2015/01/15 9:08:34 PM EST	22	Brown	8
2015/01/16 9:33:06 AM EST	18	Brown	4
2015/01/16 9:33:15 AM EST	20	Brown	2
2015/01/16 9:33:54 AM EST	23	Brown	3
2015/01/16 9:34:01 AM EST	19	Brown	4
2015/01/16 9:34:53 AM EST	21	Black	3
2015/01/16 9:34:58 AM EST	20	Brown	5
2015/01/16 9:36:05 AM EST	20	Brown	4
2015/01/16 9:37:00 AM EST	25	Brown	4
2015/01/16 9:39:51 AM EST	35	Black	4
2015/01/16 4:01:13 PM EST	34	Brown	4
2015/01/16 11:13:07 PM EST	28	Brown	3
2015/01/19 1:47:55 PM EST	22	Black	3
2015/01/19 9:15:46 PM EST	20	Brown	5
2015/01/22 5:13:50 PM EST	20	Other	5
2015/01/22 10:32:11 PM EST	42	Black	5
2015/01/26 11:03:14 AM EST	35	Black	3

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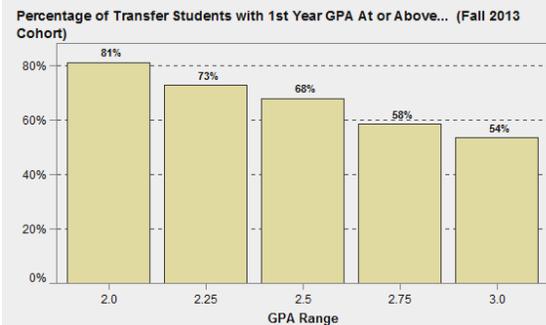
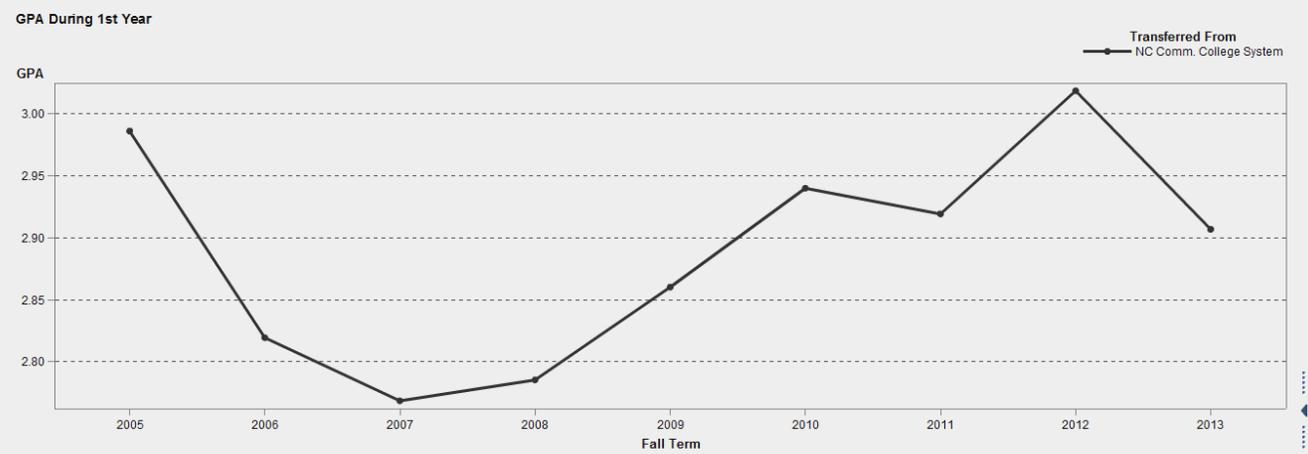
NC Comm. College System
 UNC-to-UNC
 NC Private
 Out-of-State

Select Individual Institution

Fayetteville CC

Subject Area

Overall
 English
 Foreign Lang.
 Math
 Natural Science
 Other



GPA During 1st Year

Transferred From: NC Comm. College System			
Fall Term	Transfer Students	# of Courses	GPA
2005	312	2,981	2.99
2006	267	2,434	2.82
2007	236	2,103	2.77
2008	262	2,503	2.79
2009	307	2,932	2.86
2010	339	3,126	2.94
2011	313	3,026	2.92
2012	277	2,633	3.02
2013	306	2,707	2.91

First-Year UNC Academic Performance of 2011-12 Community College Associate Degree Recipients
Fayetteville

	Graduates	ASU	ECU	ECSU	FSU	NCA&T	NCCU	Institution								UNC All	
								NCSU	UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU		WSSU
A. NCCCS Graduates		<u>UNC Enrollees from Pools of Graduates</u>															
College Transfer	116	.	3	.	27	1	.	2	.	8	1	3	4	.	.	.	49
Gen. Ed./Technical	602	.	.	.	38	2	.	1	.	.	1	2	8	.	1	1	54
All NCCCS Graduates	718	.	3	.	65	3	.	3	.	8	2	5	12	.	1	1	103
B. Transfer Rates: Pct Who Enrolled by Fall 2012		<u>Transfer (Enrollment) Rate</u>															
College Transfer	116	.	2.60	.	23.30	0.90	.	1.70	.	6.90	0.90	2.60	3.40	.	.	.	42.20
Gen. Ed./Technical	602	.	.	.	6.30	0.30	.	0.20	.	.	0.20	0.30	1.30	.	0.20	0.20	9.00
All NCCCS Graduates	718	.	0.40	.	9.10	0.40	.	0.40	.	1.10	0.30	0.70	1.70	.	0.10	0.10	14.30
C. End of First Year GPA																	
1. <u>All Courses</u>	<u>Enrollees</u>	<u>Enrollees GPAs</u>															
College Transfer	43	.	*.**	.	3.34	*.**	.	*.**	.	2.50	*.**	*.**	3.18	.	.	.	3.08
Gen. Ed./Technical	43	.	.	.	2.71	*.**	.	.	.	.	.	*.**	2.43	.	.	.	2.70
All NCCCS Graduates	86	.	*.**	.	2.99	*.**	.	*.**	.	2.50	*.**	*.**	2.81	.	.	.	2.90
UNC Native Juniors	9,730	3.09	3.06	2.28	2.35	2.67	2.54	3.00	2.97	2.79	2.88	2.91	2.79	3.11	2.92	2.60	2.92
UNC-UNC Transfers	158	3.34	3.29	.	*.**	*.**	.	2.85	.	2.82	2.62	3.29	2.78	3.42	2.96	*.**	2.96
NC Prvt-UNC Transfers	85	2.79	2.59	*.**	*.**	*.**	*.**	2.65	*.**	3.39	2.58	2.52	*.**	3.07	3.59	.	2.76
2. <u>English Courses</u>																	
College Transfer	10	.	*.**	.	3.13	.	.	*.**	.	.	.	*.**	.	.	.	.	3.00
Gen. Ed./Technical	14	.	.	.	3.14	.	.	.	.	.	.	*.**	.	.	.	.	2.88
All NCCCS Graduates	24	.	*.**	.	3.14	.	.	*.**	.	.	.	*.**	*.**	.	.	.	2.92
UNC Native Juniors	2,833	3.16	3.15	2.01	2.12	2.98	2.66	3.09	3.02	3.10	2.91	3.15	2.55	3.17	3.04	2.79	3.02
UNC-UNC Transfers	64	3.66	3.73	.	*.**	*.**	.	2.81	.	3.45	2.71	*.**	.	3.69	*.**	*.**	3.32
NC Prvt-UNC Transfers	36	2.25	*.**	*.**	*.**	*.**	.	2.91	.	3.60	*.**	2.43	*.**	*.**	.	.	2.73
3. <u>Math Courses</u>																	
College Transfer	14	.	*.**	.	3.14	*.**	.	.	.	*.**	*.**	.	*.**	.	.	.	2.85
Gen. Ed./Technical	20	.	.	.	2.44	*.**	.	.	.	.	.	*.**	.	.	.	.	2.46
All NCCCS Graduates	34	.	*.**	.	2.67	*.**	.	.	.	*.**	*.**	*.**	*.**	.	.	.	2.62
UNC Native Juniors	2,641	3.01	2.41	2.01	1.92	2.01	1.76	2.84	2.66	2.37	2.60	2.05	2.22	2.78	2.38	1.73	2.50
UNC-UNC Transfers	82	3.40	3.05	.	*.**	.	.	2.92	.	2.45	2.44	*.**	.	3.33	*.**	.	2.78
NC Prvt-UNC Transfers	40	*.**	*.**	.	*.**	*.**	*.**	3.01	.	*.**	2.31	2.04	.	3.67	.	.	2.66
4. <u>Foreign Language Courses</u>																	
College Transfer	7	.	.	.	3.00	.	.	*.**	.	*.**	.	.	.	.	.	.	2.63
Gen. Ed./Technical	1	.	.	.	*.**	.	.	.	.	.	.	.	.	.	.	.	*.**
All NCCCS Graduates	8	.	.	.	2.57	.	.	*.**	.	*.**	.	.	.	.	.	.	2.40
UNC Native Juniors	2,250	3.16	2.93	2.03	2.71	2.49	3.02	2.96	3.05	3.03	2.54	2.67	2.72	3.06	3.04	2.80	2.87
UNC-UNC Transfers	56	*.**	*.**	.	.	.	.	3.30	.	2.90	2.40	2.37	.	3.58	*.**	.	2.87
NC Prvt-UNC Transfers	29	.	*.**	.	.	*.**	*.**	1.92	*.**	*.**	1.89	2.96	.	*.**	*.**	.	2.74
5. <u>Natural Sciences Courses</u>																	
College Transfer	12	.	.	.	3.27	*.**	.	.	.	1.89	*.**	.	*.**	.	.	.	2.84
Gen. Ed./Technical	17	.	.	.	2.33	*.**	.	.	.	.	.	*.**	2.03	.	.	.	2.29
All NCCCS Graduates	29	.	.	.	2.63	*.**	.	.	.	1.89	*.**	*.**	2.86	.	.	.	2.62
UNC Native Juniors	3,967	2.62	2.79	1.93	1.55	2.28	2.21	2.88	2.60	2.34	2.24	2.49	2.41	2.65	2.76	2.44	2.63
UNC-UNC Transfers	95	2.99	2.71	.	*.**	.	.	2.68	.	2.55	2.67	2.73	*.**	3.02	*.**	*.**	2.68
NC Prvt-UNC Transfers	44	*.**	*.**	*.**	.	*.**	*.**	1.94	*.**	2.76	1.90	2.50	*.**	3.37	.	.	2.26
6. <u>Social Sciences Courses</u>																	
College Transfer	23	.	.	.	3.56	.	.	*.**	.	3.04	.	*.**	2.89	.	.	.	3.18
Gen. Ed./Technical	22	.	.	.	2.97	.	.	.	.	.	.	*.**	2.27	.	.	.	2.78
All NCCCS Graduates	45	.	.	.	3.28	.	.	*.**	.	3.04	.	*.**	2.58	.	.	.	3.02
UNC Native Juniors	5,635	3.07	2.82	2.23	2.67	3.16	2.65	3.08	3.08	2.85	2.77	2.72	2.77	3.11	2.86	2.63	2.91
UNC-UNC Transfers	110	2.96	3.67	.	*.**	.	.	2.92	.	2.71	2.50	3.10	*.**	3.29	*.**	*.**	2.85
NC Prvt-UNC Transfers	59	1.71	*.**	*.**	*.**	*.**	*.**	2.86	*.**	3.31	2.91	1.95	.	2.36	*.**	.	2.54
7. <u>All Other Courses</u>																	
College Transfer	35	.	*.**	.	3.31	*.**	.	.	.	2.37	.	*.**	3.42	.	.	.	3.13

Gen. Ed./Technical	39	.	.	.	2.70	***	.	.	.	.	***	***	.	.	.	.	2.78
All NCCCS Graduates	74	.	***	.	2.98	***	.	.	.	2.37	.	***	3.23	.	.	.	2.95
UNC Native Juniors	8,962	3.16	3.18	2.51	2.44	2.67	2.64	3.03	3.06	2.82	2.99	3.10	3.01	3.25	2.97	2.66	3.02
UNC-UNC Transfers	151	3.44	3.56	.	***	***	.	2.90	.	3.00	2.70	3.48	3.65	3.62	3.21	***	3.12
NC Prvt-UNC Transfers	79	3.02	2.73	***	***	***	***	3.25	***	3.57	2.68	2.86	***	3.45	3.57	.	3.04

First-Year UNC Academic Performance of 2011-12 Community College Associate Degree Recipients
Fayetteville

	Enrollees	ASU	ECU	ECSU	FSU	NCA&T	NCCU	NCSU	Institution								
									UNC-A	UNC-CH	UNC-C	UNC-G	UNC-P	UNC-W	WCU	WSSU	UNC All
D. Other Measures																	
1. Average Credit Hours Attempted in First Year																	
College Transfer	43	.	**.*	.	24.2	**.*	.	**.*	.	27.3	**.*	**.*	32.0	.	.	.	25.5
Gen. Ed./Technical	43	.	.	.	21.9	**.*	.	.	.	.	.	**.*	25.2	.	.	.	22.3
All NCCCS Graduates	86	.	**.*	.	22.9	**.*	.	**.*	.	27.3	**.*	**.*	28.2	.	.	.	23.9
UNC Native Juniors	9,730	29.9	30.2	31.5	28.7	29.4	27.7	28.7	29.9	29.2	29.2	30.2	29.3	29.7	30.8	29.7	29.6
UNC-UNC Transfers	158	28.7	28.4	.	**.*	**.*	.	28.0	.	28.3	29.3	29.6	32.3	30.0	29.3	**.*	28.9
NC Prvt-UNC Transfers	85	27.7	32.3	**.*	**.*	**.*	**.*	30.5	**.*	28.8	28.9	28.9	**.*	30.0	31.3	.	29.5
2. Percent of Credit Hours Completed with Passing Grade																	
College Transfer	43	.	**.*	.	90.6	**.*	.	**.*	.	82.2	**.*	**.*	85.2	.	.	.	87.3
Gen. Ed./Technical	43	.	.	.	78.0	**.*	.	.	.	.	.	**.*	70.6	.	.	.	78.1
All NCCCS Graduates	86	.	**.*	.	83.6	**.*	.	**.*	.	82.2	**.*	**.*	78.0	.	.	.	83.0
UNC Native Juniors	9,730	90.9	89.7	73.8	74.7	83.4	81.7	89.6	86.9	84.7	87.8	81.8	83.3	91.6	87.2	81.6	87.2
UNC-UNC Transfers	158	94.9	95.4	.	**.*	**.*	.	87.7	.	88.3	82.7	89.9	80.4	95.6	100.0	**.*	89.1
NC Prvt-UNC Transfers	85	84.3	76.3	**.*	**.*	**.*	**.*	80.1	**.*	93.8	84.0	69.3	**.*	88.6	93.6	.	81.2
3. Percent of Credit Hours Not Completed																	
College Transfer	43	.	**.*	.	4.4	**.*	.	**.*	.	1.6	**.*	**.*	10.2	.	.	.	4.6
Gen. Ed./Technical	43	.	.	.	15.4	**.*	.	.	.	.	.	**.*	14.3	.	.	.	14.5
All NCCCS Graduates	86	.	**.*	.	10.5	**.*	.	**.*	.	1.6	**.*	**.*	12.2	.	.	.	9.2
UNC Native Juniors	9,730	2.1	2.6	7.8	7.8	4.9	5.4	0.6	4.2	0.6	4.8	6.0	2.8	2.4	4.6	4.5	2.9
UNC-UNC Transfers	158	.	3.5	.	**.*	**.*	.	0.5	.	1.3	9.5	3.7	4.1	2.1	.	**.*	3.0
NC Prvt-UNC Transfers	85	7.2	7.2	**.*	**.*	**.*	**.*	.	**.*	0.7	6.9	5.0	**.*	.	3.2	.	4.0
4. Percent of Students with End-of-Year GPA=>2.00																	
College Transfer	43	.	**.*	.	88.5	**.*	.	**.*	.	71.4	**.*	**.*	100.0	.	.	.	88.4
Gen. Ed./Technical	43	.	.	.	91.7	**.*	.	.	.	.	.	**.*	80.0	.	.	.	90.7
All NCCCS Graduates	86	.	**.*	.	90.3	**.*	.	**.*	.	71.4	**.*	**.*	88.9	.	.	.	89.5
UNC Native Juniors	9,730	94.7	94.3	75.7	73.3	85.2	81.6	93.0	90.7	91.2	90.9	91.4	89.1	95.9	94.1	81.2	91.5
UNC-UNC Transfers	158	90.9	100.0	.	**.*	**.*	.	89.7	.	93.5	92.9	100.0	66.7	100.0	100.0	**.*	93.7
NC Prvt-UNC Transfers	85	83.3	66.7	**.*	**.*	**.*	**.*	80.0	**.*	100.0	89.5	76.2	**.*	100.0	100.0	.	85.9
5. Percent of Students with End-of-Year GPA=>3.00																	
College Transfer	43	.	**.*	.	84.6	**.*	.	**.*	.	28.6	**.*	**.*	75.0	.	.	.	67.4
Gen. Ed./Technical	43	.	.	.	66.7	**.*	.	.	.	.	.	**.*	60.0	.	.	.	67.4
All NCCCS Graduates	86	.	**.*	.	74.2	**.*	.	**.*	.	28.6	**.*	**.*	66.7	.	.	.	67.4
UNC Native Juniors	9,730	68.8	63.5	22.9	32.1	45.4	38.5	60.5	67.8	61.2	58.4	58.7	46.3	66.8	58.7	45.0	59.3
UNC-UNC Transfers	158	72.7	90.0	.	**.*	**.*	.	51.3	.	51.6	42.9	80.0	66.7	89.5	66.7	**.*	60.1
NC Prvt-UNC Transfers	85	66.7	33.3	**.*	**.*	**.*	**.*	40.0	**.*	80.0	31.6	38.1	**.*	57.1	100.0	.	45.9
=====																	
E. Enrollees with Graded Coursework (used to calculate GPAs and grade distributions in Sections C & D)																	
College Transfer	43	.	2	.	26	1	.	1	.	7	1	1	4	.	.	.	43
Gen. Ed./Technical	43	.	.	.	36	1	.	.	.	.	.	1	5	.	.	.	43
All NCCCS Graduates	86	.	2	.	62	2	.	1	.	7	1	2	9	.	.	.	86
UNC Native Juniors	9,730	1,210	1,410	144	131	507	234	1,726	183	1,080	886	743	201	632	424	202	9,730
UNC-UNC Transfers	158	11	10	.	2	1	.	39	.	31	28	10	3	19	3	1	158
NC Prvt-UNC Transfers	85	6	3	1	1	1	1	15	1	5	19	21	1	7	3	.	85

Note: Cohort Size in Sections A & B is the number of potential transfers. In Section C, it is the number of students with data on a given measure.

Cohort Definitions

- College Transfer -- Transferring in the fall semester immediately following attendance at a North Carolina Community College. Students reported received an AA, AS, or AFA degree.
- Gen. Ed/Technical-- Transferring in the fall semester immediately following attendance at a North Carolina Community College. Students reported received an AAS or AGE degree.
- All CC Graduates -- Transferring in the fall semester immediately following attendance at a North Carolina Community College. Students reported received an associate degree.
- UNC Native Junior -- Students who had been admitted to the UNC institution as a first-time freshman 2 or 3 years before Fall 2012 and had completed 55-70 semester hours by that time.

5. UNC-UNC Transfers -- Students 18-21 years old who transferred from another UNC institution in Fall 2012 with 55-70 hours.
6. NC Prvt-UNC Transfers -- Students 18-21 years old who transferred from a private in-state institution to a UNC institution in Fall 2012 with 55-70 hours.

UNCIRA/AA.DYNAMICTSP/15JUN15

TI-NSpire Workshop

March 10, 2015 10:00

- ✓ 12/21. Jean Murray
- ✓ 12/192. D MARTIN
- 1206 3. Cara Hogeland
- ✓ 12204. Lindsay Tee
- ✓ 12075. Bala Raman
- 1203 ✓ 6. SHARIENE Malloy
- ✓ 12177. Vincent Sei
- ✓ 12098. Rita Eads
- 1216 9. Carol Conklin
- ✓ 121410. Jannis Proyer
- ✓ 1213 11. Nube Leonard
- ✓ 121512. Kelly Norman
- ✓ 121113. Marianne Lamoreux
- 1208 → 14. Diann Kenney
- 1203 - 15. Lori Kiel
- 1201 - 16. Tom Strommer
- 1202 - 17. Chris Diorettes
- ✓ 1210 18. Norris Harvey
- ✓ 121819. Tracy Welch
- ✓ 122120. Jan Song

Roll

Cara Hogeland

Lindsay Lee

Jean Murray

DAVID MARTIN

Lori Kiel

Dianne Kenney

Marie A. Cash

John Lewis

Yan Song

Ilona Pelerin Lessey

Jamie Rodgers

Norris Harvey

Vincent Sei

Tracy Welch

Bala Raman

Rita Eads

Technology Integration in the Physical Science Department:

On 8/3/2014 the Physical Science Department attended a workshop given by representatives from McGraw-Hill textbook publisher. This workshop focused on integrating both the CONNECT and LEARNSMART online supplemental instruction tools used with their textbooks. CONNECT allows instructors to assign problems (as homework or quizzes) using questions based on the courses textbook. This technology gives students instant feedback and allows the instructor the flexibility to offer multiple attempts on each problem if desired. The LEARNSMART system encourages students to interact with the text by asking them questions based on each chapter as well as asking the student to supply metadata on their confidence in their answer. If the student misses the question, it comes back later in the session. The system also highlights the correct information in the e-text for the student to encourage them to read the appropriate section of that chapter. The metadata allows instructors to help students based on their knowledge as well as confidence in the answers. A student, for example, who consistently answers incorrectly but is confident in their answers will probably need intervention by the instructor to let them know that their study skills need improving.

The department has adopted both CONNECT and LEARNSMART for all sections of CHM 131.

The department also uses MasteringChemistry (MC) from Pearson publishers for several classes, including CHM 135, CHM 136, CHM 151, and CHM 152. This is an online platform for assigning homework problems or test problems that give students instant feedback. It also will provide hints if the student gets an answer incorrect (for homework assignments) and it also provides many opportunities for assistance, including math remediation and problem solving techniques.

Technology Workshops

Spring 2015

LAST NAME	FIRST NAME	TI-Nspire Workshop 3/10/2015	E-Books 3/11/2015
Cash	Marie A		Attendee
Conklin	Carol J	Attendee	
Diorietes	Chris J	Attendee	
Eads	Rita M.	Attendee	Attendee
Gibbs	Charlese J.		
Harvey	Norris	Attendee	Attendee
Hogeland	Cara L.	Attendee	Attendee
Kenney	Dianne M	Attendee	Attendee
Kiel	Lori F.	Attendee	Attendee
Lamoreux	Mariann	Attendee	
Lee	Lindsay L.	Attendee	Attendee
Leonard	David M.	Attendee	
Lessey	Ilona Pelerin		Attendee
Lewis	Joyce A.		Attendee
Malloy	Sharlene	Attendee	
Martin	David A.	Attendee	Attendee
Murray	Midori Jean	Attendee	Attendee
Norman	Kelly H.	Attendee	
Pruitt	Shelly M.		
Raman	Bala	Attendee	Attendee
Robinson	Michelle D.		
Rodgers	Joannis	Attendee	Attendee
Sei	Vincent	Attendee	Attendee
Song	Yan	Attendee	Attendee
Strommer	Thomas O.	Attendee	
Thomas	Akeyta R.		
Welch	Tracy	Attendee	Attendee
West	Jessica		

WileyPLUS Training

The WileyPLUS Training session focused on information important for instructors to fully utilize the resources available to instructors and students from the Wiley publishing group. Instruction included how to integrate WileyPLUS into Blackboard, how to set up a variety of assignments (Orion, chapter reviews, and reading), the use and integration of video into our Blackboard sites, best practices, and student registration.

Committee Minutes

**College Transfer Advisory Committee Meeting
April 2, 2015, 1:30-3:30 PM, CBI 134**

**College Transfer Advisory Committee Meeting
Meeting Agenda
April 2, 2015, 1:30-3:30 PM, CBI 134**

Members present: Dr. Traela Anderson , Fayetteville State University , Dr. Daniel Autrey, Fayetteville State University ,Dr. Monika Brown, UNC Pembroke , Dr. Jeff Chaumba, UNC Pembroke, Dr. Oliver Johnson, Fayetteville State University, Dr. Roger Ladd, UNC Pembroke, Mr. David Morse, UNC Pembroke, Dr. Sidney Pash, Fayetteville State University, Mrs. Gretchen Walker, E. E. Smith High School, Dr. Assad Tavakoli, Fayetteville State University, Lonnie Griffin, Division Chair, Social Sciences and Humanities, Karis King, Division Chair, English and Communication, Kellen Pagan, English Instructor, Dr. Daniel Pappas, Music Instructor, Dr. Kenjuana McCray, Program Coordinator, Psychology and Sociology, Robert Nelms, History Instructor, Latasha Stabler, Biology Instructor
Legend: (A= Administration, F = Faculty, S = Staff)

Members absent: Dr. Dwight House, Fayetteville State University, Dr. Wendy Miller, UNC Pembroke, Dr. Therese Rizzo, UNC Pembroke, Dr. Sharon Williams, Fayetteville State University, Mr. Gilberto Alvarado, UNC System Military Academic Advisor, Dr. David Barlow, Fayetteville State University, Dr. John Connelly, East Carolina University, Dr. Delmar Crisp, Methodist University, Melissa Cameron, Harmon, Division Chair, Science, Michelle Robinson, Mathematics Instructor
Legend: (A= Administration, F = Faculty, S = Staff)

OLD BUSINESS: There was no old business.

NEW BUSINESS: Dean Jackson welcomed the Advisory Board members and facilitated introductions of committee and sub-committee members. Dean Jackson introduced Dr. David Brand who welcomed members and provided a positive overview of FTCC military education programs, College Connections, the new Admissions Department, and the changes to the Student Learning Center, including the new Writing and Communication Center, and the soon to be implemented Mathematics and Science Centers. After a break for refreshments, Dean Jackson discussed the roles and expectations of the committee in the development of stronger alignment and partnerships between the High School, two-year, and four-year institutions. Dean Jackson reviewed information in the packets provided to all committee members on Associate in Arts, Associate in General Education, and Associate in Science programs and curriculum standards; State Performance Measures and achievement rates of FTCC transfer students at four-year institutions, particularly in English, Math and Science, and the Social Sciences. The sub-committee then distributed the College Transfer Advisory Committee Survey with the following questions: Do you support the reverse transfer option? How can we make students aware of this program and show them the value of

completing both degrees in the process? What academic writing style(s) should transfer students from FTCC have mastered prior to transferring to your institution? What specific skills should transfer students from FTCC possess prior to transferring to your institution? Briefly describe the academic advising model (centralized or decentralized) at your institution? Do you have any recommendations to help traditional incoming freshman straight out of high school get acclimated, stay on track, and meet their educational goals? Seven out of ten surveys were collected. Once the surveys were completed, members broke into two small groups to discuss the survey questions. Division Chairs King and Griffin facilitated the groups. Dr. Brown, Dr. Anderson, Dr. Tavakoli, Mr. Nelms, Ms. Pagan, Ms. Stabler and Ms. King were in one group, and the other group was made up by Mr. L. Griffin, Dr. Pappas, Dr. McCray, Dr. S. Pash, Dr. Ladd, Dr. Morse, Dr. Chaumba, and Mrs. Walker. Ms. King's group started with the survey, but the Advisory members were most concerned with critical thinking skills as translated through writing. The four-year instructors felt their transfer students were as academically prepared as their native juniors, but overall critical thinking and the ability to organize and sustain a coherent discussion is an issue that needs to be addressed by all stakeholders. In Ms. King's group, this led to a discussion of curriculum. Dr. Brown stated that she had attended FTCC instructor Charles King's ENG 112 presentation at the NCSU 7th Annual Symposium on Teach Writing, and stated that she felt FTCC was very far ahead of other NC CCs in course design and content. Members agreed to exchange syllabi in order to assess how well courses align at the same level, i.e NCCCS ENG 111 and UNC ENG 110 or 1050. In Mr. Griffin's group, four-year faculty felt they were unable to identify CC transfer students in classes but from an advising standpoint felt CC transfer students were more focused and prepared. None of the four-year stakeholders in either group were aware of the the reverse transfer option. Like Ms. King's group, Mr. Griffin's group agreed getting students to write and enforcing conventions is a struggle. Because of this, members agreed that writing and reading skills need to be strengthened through "sophisticated" materials and rigorous assignments. Students were advised by various models at the four-year institutions, including via Freshman seminar, pin given by the advisor, or by degree major faculty. Ms. Walker noted that STEM, Gear-Up programs offered through FSU were great college preparatory programs for students. The large group reconvened to address issues brought forward in the smaller groups. After final discussion of these items, the next meeting time was decided, and the meeting adjourned.

Actions/Activities/Assignments before next meeting: UNCP and UNC-FSU faculty agreed to exchange syllabi with FTCC faculty in the UGETC course areas. The sub-committee will review the survey responses and provide findings at the next Advisory Board meeting.

Next Meeting: October 14, 2015, 12:00 PM

Adjournment: <<April 2, 2015, 3:30 PM

Minutes Prepared by: Karis King, April 5th, 2015

Minutes Approved by: <<Enter Name and date>>

Minutes submitted to Office of HR & IEA for Web Page Posting: <<Enter a date>>

<<Enter your office's appropriate document/file naming convention as a footer using this sample format: FTCC_IEA_NameofCommittee_MinutesDate

>>

Note following footer example:

FTCC_SACSLeadershipTeam_Compliance_FocusReportReply20100928

2015 Science Advisory Committee Survey

1. The agenda and reminder phone call or email were received in advance of the committee meeting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	100.0	100.0	100.0

2. The agenda was easily understood and the discussion items were clearly defined.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	66.7	66.7	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

3. The advisory leader conducted the meeting with a good understand as to his/her role.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

4. The topics discussed at the meeting were important to the improvement and/or strengthening of the program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	50.0	50.0	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

5. Committee members were encouraged to speak and make contributions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	16.7	16.7	16.7
	Strongly Agree	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

6. The meeting was conducted professionally.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	100.0	100.0	100.0

7. The committee members were satisfied with the recommendations and action items identified at the last meeting.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	50.0	50.0	50.0
	Strongly Agree	2	33.3	33.3	83.3
	N/A	1	16.7	16.7	100.0
	Total	6	100.0	100.0	

8. Committee members time was productively spent to meet the goals of this committee.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	33.3	33.3	33.3
	Strongly Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

9. The advisory committee had the opportunity to review and make recommendations about the program curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	33.3	33.3	33.3
	Strongly Agree	2	33.3	33.3	66.7
	N/A	2	33.3	33.3	100.0

9. The advisory committee had the opportunity to review and make recommendations about the program curriculum.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	33.3	33.3	33.3
	Strongly Agree	2	33.3	33.3	66.7
	Total	6	100.0	100.0	

10. The advisory committee had the opportunity to review and make recommendations about the program equipment and facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	50.0	50.0	50.0
	Strongly Agree	1	16.7	16.7	66.7
	N/A	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

12. How can FTCC improve the advisory committee process?

1	I am excited. Looking forward to the next meeting!
2	More clearly explain the role of committee members
3	Thank you! I enjoyed meeting a few members--can you compile and share profiles of committee members & contact information?
4	If the data to be presented at the meeting be made available to the committee members electronically so that they can come with questions already prepared.
Total	N 4

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.
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4. Increase completion rates for Workforce Investment Act (WIA) training programs by 20%.
5. Meet or exceed the NCCCS Performance Measures goals.
6. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>1.1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)</p>	<p>Through advertisement, tabloid and bi-weekly ads the College has continued to increase enrollments to meet the needs of the community. (Curriculum and Continuing Education)</p> <p>Business Services conducted five presentations for Cosmetic Arts programs at Tallywood, three presentations to High School Group Counselors, and three presentations at ESC for the Barber program. (Continuing Education)</p> <p>College and Career Readiness advertised through numerous mediums: utilized city transit to post ads for four months for ESL, HSE, and AHS programs; advertised through the FRG at Fort Bragg; posted information on digital billboards throughout Cumberland County; set up displays at local job fairs and community events; attended public school open houses; advertised in the Fayetteville Observer; and provided local businesses and organizations with recruitment boxes that have flyers for CCR in them throughout the service area. (Continuing Education)</p> <p>Participated in Open Houses, high-school tours, Division Orientations, HACS sessions, and International Folk Festival-Volunteer Food Station. (Curriculum)</p> <p>Presented Capstones for Business Administration at the NCCCS Conference. (Curriculum)</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	valuable work experience related to the program of instruction. (Plant Operations)
1.23 Provide a safe and secure learning environment (6)	<p>Instructors and staff follow proper procedures to maintain a safe and secure learning environment. Off-campus classes are provided additional security for faculty and students. (Continuing Education)</p> <p>Instructors completed Motorcycle Safety Foundation Training to continue teaching the Basic Rider course and incorporate required updates. (Continuing Education)</p> <p>Coordinated training for employees through the Disability Support Services to increase awareness of reasonable accommodation requirements. (Continuing Education)</p> <p>Purchased updated equipment for the Motorcycle classes and Culinary Arts classes to encourage learning in a clean and safe environment. (Continuing Education)</p> <p>Processed work orders within 24 hours of request in order to have repairs completed in a timely manner maintaining a safe work environment. (Continuing Education)</p> <p>Communicated regularly with campus security through quarterly classroom list assignments to ensure classrooms were secure. (Continuing Education)</p>

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Strategies

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

FASVS has provided the following:

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

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

(Public Safety and Security)

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

(Public Safety and Security)

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

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

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

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

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

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

Strategies	Accomplishments (July 1, 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>

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>encourage learning in a positive environment. (Continuing Education)</p> <p>Processed work orders within 24 hours of request in order to have repairs completed in a timely manner assuring a safe learning environment. (Continuing Education)</p> <p>Received positive evaluations from students/faculty on classrooms and turn-around time for repairs. (Continuing Education)</p> <p>Industry Training provided mock OSHA inspections that allowed for improved internal controls related to secure and safe working environments. (Continuing Education)</p> <p>Removed plant material ATC/SDC, sidewalk repairs and additions, continuing with planting and mulching to stay in the leading edge, pruning tree limbs-better lighting, eliminating debris, continuing to be the Best Landscaping-Reader's Choice, replaced Cooling Tower at HTC, Replaced chiller at Mechanical Building, 43 total F-11 moves, Recycling of cardboard, plastic, paper, batteries, aluminum/metals, tires, etc., 3180 total work orders for FASVS departments (Plant Operations)</p> <p>Conducted six (6) professional development classes for</p>

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>to ensure phones are answered in a timely manner. (Continuing Education)</p> <p>When faculty were in their office, they made themselves available to students and callers, regardless of whether or not it was during official office hour or divisional hour time. (Curriculum)</p> <p>Phones are answered within two rings and only minimal referrals are made. If assistance can be provided by contacting another College office, such telephone calls are made to prevent sending customers to other departments. (Human Resources/Institutional Effectiveness)</p> <p>FASVS continues to achieve this by making sure that we have “pick up” lines in the office suite. (Plant Operations)</p> <p>AO – We make every effort to answer by the second ring whenever possible. (Student Services)</p> <p>The MIS Help Desk continues to ensure that all calls are answered in a timely manner. During heavy call periods the MIS Department’s Support area we assign additional technicians to help field calls. (Technology)</p> <p>FTCC Media Services responds immediately to requests via e-mail, phone calls, technical support, event support and documentation. (Technology)</p> <p>Director of Technical Innovations and Applications</p>

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

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

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

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

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

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

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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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2014-2015 End of Year Report**

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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>

**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>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>

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

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

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

Strategies	Accomplishments (July 1, 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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2014-2015 End of Year Report**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>3.4 Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)</p>	<p>The salary plan was updated with a 2% increase effective January 2015. (Business/Finance)</p> <p>Attend quarterly meetings throughout the state for Continuing Education fire, EMS, and law enforcement to compare hiring scale to stay comparable to the market demand. Realigned the instructor pay scales in EMS program areas this past year. (Continuing Education)</p> <p>Continuing Education division reviewed salary plans for specific instructional areas. (Continuing Education)</p> <p>Generated an EMSI Analyst report regarding the salary range for specific occupations at the College through an examination of average pay scales in the Fayetteville Metropolitan Service Area. (Human Resources/Institutional Effectiveness)</p> <p>Coordinated and participated in several Compensation Committee meetings. Reviewed and adjusted the salary ranges for several positions based on the results of reviewing job descriptions and point-factoring on an as-needed basis. (Human Resources/Institutional Effectiveness)</p> <p>The Print Shop manager uses the resources from PICA for salary comparisons. (Print Shop)</p>

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

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

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

Strategies	Accomplishments (July 1, 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)

**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>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**

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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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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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4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

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

Fayetteville Technical Community College

STRATEGIC PLAN 2015-2020



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

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



FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

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

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

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

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

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

Sincerely,

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

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

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

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

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

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

Strategies:

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

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

Institutional Goal: 2 Establish a culture of quality customer service

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

Strategies:

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

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

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

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

Strategies:

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

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

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

Strategies:

- Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)
- Expand student use of Career Coach and Internship.com during the admissions, registration and advising processes. (1)
- Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys. (1-5)
- Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)
- Expand the use of customized industry training funds. (1, 3, 4)
- Engage with the Economic Alliance in the recruitment, expansion and retention of businesses. (1, 4)
- Seek additional funding for the NC Military Business Center to better engage businesses winning government contracts and providing post-contract assistance. (1, 3)
- Create career pathways for students and graduates to engage with employers to include defense contractors. (2, 3)
- Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)
- Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)

Approved FTCC Board of Trustees on September 21, 2015