Fayetteville Technical Community College

Detailed Assessment Report
2014-2015 Paralegal Technology
As of: 8/24/2016 01:09 AM EST

Mission / Purpose

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantial legal work.

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

SLO 1: Communication

Student will communicate effectively using the conventions of American Standard English in professional and academic environments.

Relevant Associations:

Standard Associations

ABA- Paralegal education
1.1 The primary concern of a paralegal education program is to develop professional competence, which requires both general education and legal specialty course work as defi ned in G-302.
1.6.1 The quality of the assessment instruments and methodology

General Education/Core Curriculum Associations

1 Communicate effectively using the conventions of American Standard English in professional and academic environments.

InstitutionalGoals Associations

2 Establish a culture of quality customer service.
3 Ensure fiscal responsibility, accountability and financial stability.
4 Focus on workforce preparedness to support economic development.

StrategicObjectives Associations

FTCC
10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 1: Communication
Why - Students must be able to effectively communicate with clients, attorneys, and the court system through the use of professional communication skills.
What & How - Students in LEX 110 will prepare an Inter-Office Memorandum to their supervising attorney applying the research they have done to the factual scenario they have been given.
When & Who - The Paralegal Instructor will review and grade the Inter-Office Memorandum. The data will be collected during the 2015 spring semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Communication_ Assessment Rubric

Target:
80% of students will score in the "Good/Solid" or "Excellent" categories as defined by the rubric.

Reporting Finding (2014-2015) - Target: Not Met
There were 17 students in the class. Of those 17 students (52.94%) scored within the unacceptable category.

Connected Document
Results-Communication Assessment

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

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

Increase Student Submissions
Established in Cycle: 2014-2015
The twelve students in the class who submitted the Assignment all met the target of 80% on the Assignment. The overall target of...

SLO 2: Critiical Thinking

Students will use critical thinking to analyze problems and make logical decisions

Relevant Associations:

Standard Associations

ABA- Paralegal education
1.1 The primary concern of a paralegal education program is to develop professional competence, which requires both general education and legal specialty course work as defi ned in G-302.
1.2.3 Practical assignments that develop paralegal job competencies.
1.6.1 The quality of the assessment instruments and methodology

General Education/Core Curriculum Associations

2 Use critical thinking to analyze problems and make logical decisions.

InstitutionalGoals Associations

4 Focus on workforce preparedness to support economic development.

StrategicObjectives Associations

FTCC

10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 2: Critical Thinking

Why - Students must develop the skill of critical thinking in order to effectively apply the existing law to a particular issue for the purpose of achieving a satisfactory result for their client(s).
What and How - Students in LEX 180 will read and analyze a case to determine the issues and the facts of the case. The students will then brief the case in writing setting forth the issues and facts they found in the case. The students in LEX 180 (Case Analysis & Reasoning) are assigned six judicial opinions to brief. The briefs included the essential facts and issues in the case. Students were awarded a maximum of 5 points per brief with a maximum total of 30 points for the six briefs combined.
Who and When - The Paralegal Instructor will review and grade the Brief. The data will be collected during the 2015 spring semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

Critical_Thinking Assessment Rubric

Target:
80% of students will score in the "Good/Solid" or "Excellent" categories as defined by the rubric.

Reporting Finding (2014-2015) - Target: Not Met
Of those thirteen students (46.15%) scored in the unacceptable category as defined in the rubric which is less than the goal of 80 percent.

Connected Document

Results_Critical Thinking Assessment

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

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

Critical Thinking Action Plan
Established in Cycle: 2014-2015
To achieve the desired goal of 80 percent, two immediate actions must be taken in order to increase the critical thinking skills...

SLO 3: Socialization

The student will demonstrate socialization skills that support cultural awareness and global perspective.

Relevant Associations:

Standard Associations

ABA- Paralegal education

1.2.1 Processes to ensure interaction between the faculty member and students and among students;
1.2.3 Practical assignments that develop paralegal job competencies.
1.6.1 The quality of the assessment instruments and methodology

General Education/Core Curriculum Associations

3 Demonstrate socialization skills that support cultural awareness and a global perspective.

InstitutionalGoals Associations

2 Establish a culture of quality customer service.
4 Focus on workforce preparedness to support economic development.

StrategicObjectives Associations

FTCC

10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 3: Global Perspective

Why - For many businesses to succeed and grow they must establish their presence in the global market and have business entities in foreign countries.
What and How - Students in LEX 150 will, based upon a fact pattern given to them, explain in an Inter-Office Memorandum what business entities are required for their client's business to grow in the global market and why those business entities were chosen.
Who and When - The Paralegal Instructor will review and grade the Inter-Office Memorandum. The data will be collected during the 2015 spring semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document

Global_Perspective Rubric

Target:
80% of students will score commendable or acceptable categories as defined by the rubric.

Reporting Finding (2014-2015) - Target: Met
Of the 31 students in the class 27 students (87.09 %) received a grade of "Good/Solid" or "Excellent".

Connected Document
Results_Global Perspective Assessment

SLO 4: Quantitative

Student will be able to demonstrate quantitative competencies.

Relevant Associations:

Standard Associations

ABA- Paralegal education
1.4 The curriculum must be responsive to changing needs and refl ect research and assessment fi ndings related to paralegal education and utilization of paralegal services. The program must engage in continual review and evaluation and incorporate new ideas relating to both curriculum and instructional method.

General Education/Core Curriculum Associations

4 Demonstrate quantitative competencies.

InstitutionalGoals Associations

4 Focus on workforce preparedness to support economic development.

StrategicObjectives Associations

FTCC
10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 4: Quantitative Competancy

Why - Students must possess basic quantitative skills in order to be competitive in the Paralegal Marketplace.
What and How - Students in LEX 121, based upon a fact pattern given to them, will prepare a Statement of Sale and a HUD I in connection with the closing of a real estate transaction.
Who and When - The documents will be reviewed and graded by the Paralegal Instructor. The data will be collected during the 2015 spring semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Quantitative Competancy Assessment Rubric

Target:
80% of students will score in the "Good/Solid" or "Excellent" categories as defined by the rubric.

Reporting Finding (2014-2015) - Target: Met
Of the 22 students (LEX-211-0001) 18 students (81.81%) scored within the "Good/Solid" or "Excellent" categories.

Connected Document
Results_Quantitative Competency Assessment

SLO 5: Computer Literacy

Student will demonstrate computer literacy.

Relevant Associations:

Standard Associations

ABA- Paralegal education
1.1 The primary concern of a paralegal education program is to develop professional competence, which requires both general education and legal specialty course work as defi ned in G-302.
1.2.3 Practical assignments that develop paralegal job competencies.
1.6.1 The quality of the assessment instruments and methodology

General Education/Core Curriculum Associations

5 Demonstrate computer literacy.

InstitutionalGoals Associations

4 Focus on workforce preparedness to support economic development.

StrategicObjectives Associations

FTCC
10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 5: Computer Literacy

Why - To be competitive in the Paralegal Marketplace students must be proficient in the use of computers for research and word processing.
What and How - Students in LEX 211, based on a fact pattern given to them will use, website computers at the Registrar of Deeds Office and Tax Office to obtain the information necessary to prepare a Statement of sale and a HUD I form in connection with a real estate transaction. Students in LEX 211 (Real Property II) are given the address of a residential property located in Cumberland County, North Carolina. Based upon that address students were required to abstract title for the property extending back to at least 1975. To complete the assignment students had to access electronically the Cumberland County Recorder of Deeds' data base(s) and the Cumberland County Real Property Tax Records' data base(s).
Who and When - The Paralegal instructor will review the forms. The data will be collected during the 2015 spring semester.

Source of Evidence: Written assignment(s), usually scored by a rubric

Connected Document
Computer_Literacy Assessment Rubric

Target:

80% of students will score in the Good/Solid or Excellent categories as defined by rubric.
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Reporting Finding (2014-2015) - Target: Met
Of the 22 students (LEX-211-0001 and LEX-211-0001 combined), 20 students (90.91%) scored within the "Excellent" category.

Connected Document
Results_Computer Literacy Assessment

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

Critical Thinking Action Plan

To achieve the desired goal of 80 percent, two immediate actions must be taken in order to increase the critical thinking skills of our students.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Critical Thinking | **Outcome/Objective:** Critiical Thinking

Implementation Description: The first action is to closely monitor the student's coursework to insure all required assignments are submitted on or before their due date. The second action is to identify at the earliest possible time students who are encountering difficulty with the briefing and analyzing of cases and provide additional help as needed.
Projected Completion Date: 06/2016
Responsible Person/Group: Carol Dickey

Increase Student Submissions

The twelve students in the class who submitted the Assignment all met the target of 80% on the Assignment. The overall target of 80% was not met however because six students in the class failed to submit the Assignment which resulted in only 66.6% of the students in the class meeting the target.
In order to insure the accuracy of all future results students will be continually monitored throughout the course of the semester to insure that all required assignments are submitted in a timely fashion.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Communication | **Outcome/Objective:** Communication

Implementation Description: The course instructor at the first class session of the semester will inform the students that all assignments in the course must be submitted on or before the due date for the assignment as set out in the course's syllabus. Thereafter the instructor will remind the students of the assignment's due date one week before and one day before the assignment is due.
Projected Completion Date: 12/2015
Responsible Person/Group: The Course Instructor
Additional Resources: None at the present time.

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The strength of the Paralegal Technology Program's (the "Program") assessment process was that it allowed the Program to develop measurable outcomes. By having measurable outcomes it made it easier and more reliable for the Program to determine the strengths and weaknesses of the Program.

What were the weaknesses of your assessment process?

The weaknesses of the Paralegal Technology Program's (the "Program") assessment process is that the measurable outcomes that were developed were not applied to all of the Program's courses.

What was learned as a result of your assessment process?

As a result of the assessment process the Paralegal Technology Program (the "Program") learned that it had to do a better job monitoring the progress of each student in the course on a regular basis through out the semester.

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

As a result of what was learned during the 2014-2015 Assessment Cycle the Paralegal Technology Program (the "Program") will establish a "Student Progress Monitoring System" that will be used for each course during each semester.

Annual Report Section Responses

Program Review (Academic Units)

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

Connected Documents
Paralegal Technology Academic Program Review
Paralegal Technology Program Review Evaluation 2014 - Response - Grobosky

Advisory Comm. Minutes (Academic Units)

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

Connected Document

Advisory Committee Meeting Minutes (May 21, 2015)

End Of Year Reports (VPs, AVPs, Deans)

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

Connected Documents

End of Year Report 2014_15
Strategic Plan 2015-2020

Communication Assessment **Scoring: Unacceptable = 0-79 pts.;** **Good/Solid = 80-89 pts.; Excellent = 90-100 pts.**			
Criteria	**0-19.75 pts Unacceptable**	**26.67-29.67 pts. Good/Solid**	**30-33.33 pts. Excellent**
Analysis	Failed to identify correct Issue(s)	Identified Issue(s) but did not identify all elements involved in Issue(s)	Identified all Issue(s) and their elements.
Formatting	Failed to use approved format for Inter-Office Memorandum	Minimally followed approved format for Inter-Office Memorandum	Fully complied with approved format for Inter-Office Memorandum
Conclusion	Conclusion is not supported by research	Conclusion is supported by research but does not fully answer Issue	Conclusion is supported by research and fully answers Issue.
Spelling	3-5 errors	1-2 errors	-0- errors
Grammar	3-5 errors	1-2 errors	-0- errors

LEX 110 (Introduction to Paralegal Study) Communication Assessment Results for 2014-2015 Assessment

Student No.	Score	Excellent 90-100 pts.	Good/Solid 80-89 pts.	Unacceptable 0-79 pts.
01	93	X		
02	-0-			X
03	78			X
04	98	X		
05	75			X
06	78			X
07	76			X
08	89	X		
09	93	X		
10	100	X		
11	92	X		
12	85	X		
13	75			X
14	-0-			X
15	87	X		
16	98	X		
17	-0-			X
TOTAL		**9**	**0**	**8**

The assignment was worth a total of 100 points

90 - 100 pts. = Excellent
80 - 89 pts. = Good/Solid
0 - 79 pts = Unacceptable

52.94 percent of the students in LEX 110 (Introduction to Paralegal Study) scored in the Excellent or Good/Solid Range as defined in the rubric which is less than the goal of 80 percent – THE GOAL HAS NOT BEEN MET

Critical Thinking Assessment **Scoring: Unacceptable = 0-23; Good/Solid = 24-26; Excellent = 27-30**			
Criteria	**0 – 5.75 pts. Unacceptable**	**6.0 - 6.5 pts. Good/Solid**	**6.75 - 7.5 pts. Excellent**
Analysis	Failed to identify correct Issue(s)	Identified Issue(s) but did not identify all elements involved in Issue(s)	Identified all Issue(s) and their elements.
Formatting	Failed to use approved format for Inter-Office Memorandum	Minimally followed approved format for Inter-Office Memorandum	Fully complied with approved format for Inter-Office Memorandum
Issue, Rule, Analysis and Conclusion IRAC	Failed to use IRAC in preparing Inter-Office Memorandum	Minimally used IRAC in preparing Inter-Office Memorandum	Totally followed IRAC in preparing Inter-Office Memorandum
Conclusion	Conclusion is not supported by research	Conclusion is supported by research but does not fully answer Issue	Conclusion is supported by research and fully answers Issue.
Spelling	3-5 errors	1-2 errors	-0- errors
Grammar	3-5 errors	1-2 errors	-0- errors

LEX 180 (Case Analysis) Critical Thinking Assessment Results for Spring 2015 Briefs of Judicial Opinions;

Student No.	Score	Excellent 27-30	Good/Solid 24-26	Unacceptable 0-23
1	12			x
2	15			x
3	21			x
4	0			x
5	27	x		
6	30	x		
7	9			x
8	14			x
9	25		x	
10	14			x
11	30	x		
12	30	x		
13	30	x		
TOTAL		5	1	7

Assignment was worth a total of 30 points.
27-30 points = Excellent

24- 26 points = Good/Solid

0- 23 points = Unacceptable

46.15 percent of the students in LEX 180 (Case Analysis) scored in the Excellent or Good/Solid Range as defined in the rubric which is less than the goal of 80 percent – THE GOAL HAS NOT BEEN MET

Global Perspective Assessment **Scoring: Unacceptable = 0-23 pts; Good/Solid = 24-26; Excellent = 27-30.0 pts**			
Criteria	**0-5.75 pts. Unacceptable**	**6-6.5 pts. Good/Solid**	**6.75-7.5 pts. Excellent**
Identification of Required Business Entities	Failed to identify a required Business Entity	Identified several required Business Entity but did not identify all required Business Entities	Identified all required Business Entities
Research	Minimal or no research	Basic research to determine required Business Entity	Thorough research of all required Business Entities.
Formatting	Fails to use approved format for Inter-Office Memorandum	Minimally follows approved format for Inter-Office Memorandum	Fully complies with approved format for Inter-Office Memorandum
Analysis	Fails to explain why Business Entity is needed for client growth	Explain need for one or more Business Entity but not all Business Entities needed for client growth	Explains need for all identified required Business Entities to insure client's growth.
Spelling	3-5 errors	1-2 errors	-0- errors
Grammar	3-5 errors	1-2 errors	-0- errors

LEX 150 (Commercial Law) Global Perspective Assessment Results for 2014-2015 Assessment

Student No.	Score	Excellent 27-30 pts.	Good/Solid 24-26 pts.	Unacceptable 0-23 pts.
01	30	X		
02	29	X		
03	20			X
04	28	X		
05	28	X		
06	30	X		
07	30	X		
08	25		X	
09	30	X		
10	30	X		
11	30	X		
12	30	X		
13	28	X		
14	28	X		
15	30	X		
16	28	X		
17	30	X		
18	15			X
19	-0-			X
20	25		X	
21	28	X		
22	30	X		
23	25		X	
24	25		X	
25	30	X		
26	30	X		
27	20			X

28	25		X	
29	30	X		
30	28	X		
31	25		X	
TOTAL		**21**	**6**	**4**

The assignment was worth a total of 30 points

27 – 30 pts. = Excellent
24 – 26 pts. = Good/Solid
0 – 23 pts. = Unacceptable

87.09 percent of the students in LEX 150 (Commercial Law) scored in the Excellent or Good/Solid Range as defined in the rubric which is greater than the goal of 80 percent – THE GOAL HAS BEEN MET

Quantitative Competency Assessment **Scoring: Unacceptable = 0-30.3 pts.;** **Good/Solid = 30.4-34.1 pts.; Excellent = 34.2-38.0 pts.**			
Criteria	**0-6.06 pts. Unacceptable**	**6.08-6.82 pts. Good/Solid**	**6.84-7.6 pts. Excellent**
Analysis of Fact Pattern	Failed to identify all parties involved in Real Estate Closing	Identified all parties but failed to determine each party's financial obligation in the Closing	Identified all parties and their financial obligation in the Closing
Statement of Sale	Failed to completed 50% of SOS correctly	Completed more than 50% but less than 100% of SOS correctly	Completed SOS 100% correctly
Statement of Sale Reconciliation	Failed to get SOS correctly balanced	Nor Applicable	SOS correctly balanced
HUD I	Failed to completed 50% of HUD I correctly	Completed more than 50% but less than 100% of HUD I correctly	Completed HUD I 100% correctly
HUD I Reconciliation	Failed to get HUD I correctly balanced	Nor Applicable	HUD I correctly balanced
Spelling	3-5 errors	1-2 errors	-0- errors

LEX 211 (Real Property II) Quantitative Competency Assessment Results for 2014-2015 Assessment

Student No.	Score	Excellent 34.2-38.0 pts.	Good/Solid 30.4-34.1 pts.	Unacceptable 0-30.3 pts.
01	25.6			X
02	34.2	X		
03	34.2	X		
04	32.2		X	
05	34.2	X		
06	38.0	X		
07	34.2	X		
08	-0-			X
09	34.2	X		
10	-0-			X
11	34.2	X		
12	34.2	X		
13	34.2	X		
14	34.2	X		
15	34.0	X		
16	28.4			X
17	32.2		X	
18	32.2		X	
19	32.0		X	
20	32.2		X	
21	32.0		X	
22	34.2		X	
TOTAL		11	7	4

The assignment was worth a total of 38 points

32.2 – 38.0 pts. = Excellent
30.4 – 34.1 pts. = Good/Solid
0 – 30.3 pts. = Unacceptable

81.81 percent of the students in LEX 211 (Real Property II) scored in the Excellent or Good/Solid Range as defined in the rubric which is greater than the goal of 80 percent – THE GOAL HAS BEEN MET

Computer Literacy Assessment **Scoring: Unacceptable = 0-30.3 pts.;** **Good/Solid = 30.4-34.1 pts.; Excellent = 34.2-38.0 pts.**			
Criteria	**0-7.58 pts. Unacceptable**	**7.6-8.53 pts. Good/Solid**	**8.55-9.5 pts. Excellent**
Identify the Steps Needed to Complete an Electronic Title Exam	Failed to identify at least 3 steps needed to complete an electronic title exam	Identified more than 3 steps but not all steps required to complete an electronic title exam	Identified all steps needed to complete an electronic title exam
Chain of Title	Failed to identify 50% of parties in Chain of Title	Identified more than 50% but less than 100% of parties in Chain of Title	Correctly identified 100% of parties in Chain of Title
Formatting	Failed to use approved Certified Title Exam Report form	Minimally followed approved Certified Title Exam Report form	Fully complied with approved Certified Title Exam Report Form
Real Property Tax Information	Failed to obtain Real Property Tax Information using on-line sources	Not Applicable	Obtained Real Property Tax Information using on-line sources
Spelling	3-5 errors	1-2 errors	-0- errors

LEX 211 (Real Property II) Computer Literacy Assessment Results for 2014-2015 Assessment

Student No.	Score	Excellent 34.2-38.0 pts.	Good/Solid 30.4-34.1 pts.	Unacceptable 0-30.3 pts.
01	35	X		
02	35	X		
03	38	X		
04	36	X		
05	38	X		
06	38	X		
07	38	X		
08	-0-			X
09	36	X		
10	38	X		
11	38	X		
12	38	X		
13	38	X		
14	38	X		
15	38	X		
16	38	X		
17	36	X		
18	30			X
19	38	X		
20	38	X		
21	38	X		
22	38	X		
TOTAL		**20**		**2**

The assignment was worth a total of 38 points

32.2 - 38 pts. = Excellent
30.4 – 34.1 pts. = Good/Solid
0 – 30.3 pts. = Unacceptable

90.91 percent of the students in LEX 211 (Real Property II) scored in the Excellent or Good/Solid Range as defined in the rubric which is greater than the goal of 80 percent – THE GOAL HAS BEEN MET

Fayetteville Technical Community College

Program Review Recommendations

Paralegal Technology (A25380)

(Program Title)

Reviewer: **David Brand, Senior Vice President for Academics & Student Services**

Date: **October 1, 2014**

Purpose of Program Review

The purpose of the FTCC program review is to strengthen department programs and increase department effectiveness. The review assesses and evaluates a program's stated outcomes and supporting resources to determine if the program fulfills its goals and furthers the mission of FTCC. The process necessitates documenting successful efforts, identifying needs, and ensuring compliance with accreditation and college standards. The results of the review process will serve as a tool for continuous program improvement and will impact the planning and budgeting activities at both the institutional and program levels.

After a thorough review of your program review for Academic Year (AY) 2013-2014, there were several issues or opportunities for growth and improvement identified from your submitted program review. The next step in the process is to chart a solution to either rectify the issues or to capitalize on the opportunity. Please review the table below and respond with a proposed solution for each of the issues or opportunities. Additionally, provide a timeline for research and implementation of the proposed solution.

Academic Program Review Recommendations Table

Issue or Opportunity for Growth and Improvement	Proposed Solution	Proposal Timeline
Need to review the purpose of and the process for creating, implementing and maintaining a quality interactive Advisory Committee to help move the program ahead.	After a review of the records of the Paralegal Technology Program it appears that there have been large gaps of times between meetings of the Paralegal Technology Advisory Committee. To stay compliant with the American Bar Association's requirements a Program must conduct a minimum of two Advisory Committee Meetings each year.	A draft of the calendar for the 2015-2016 Academic Year will be prepared and forwarded to Committee Members for their review and comment by

Issue or Opportunity for Growth and Improvement	Proposed Solution	Proposal Timeline
	On May 21, 2015 a meeting of the Advisory Committee was held in which five members of the current Advisory Committee attended. At the meeting the following three key goals for the Committee were established: 1. Meet at a minimum three, but preferably, four times per year; 2. Establish a yearly calendar setting forth the dates and times of the Committee Meetings; 3. Review the current Committee Membership; removing non-active members and adding new members.	July 15, 2015. The review and reconfiguration of the Committee Membership will be an on-going process with the completion no later than the beginning of the 2016 Spring Semester.
Review Advisory Council Memberships to assess value added by each member.	Please see the response set forth in "Issue or Opportunity" section set forth immediately above.	Please see response set forth in "Proposal Timeline" section set forth immediately above.
Need to seek out partnerships, articulations and agreements with the JAG Units and Soldiers on Fort Bragg.	The goal of developing a Program Option involving the Army's Training Directorate and the Army's Paralegal Corp. has been discussed briefly with Dr. Brand. Since that meeting preliminary discussions have been held with the American Bar Association's Standing Committee on Paralegals, who will have to approve such a Program Option, and Col. Gregory Coe, Director of the Army Training Directorate. Both the ABA and Col. Coe have given their preliminary approval to move forward with the planning for establishment of such a Program Option. The proposed Program Option will be a totally On-Line Program. The framework of the program must be developed by FTCC, vetted by the ABA and the Army and then given final approval by the three aforementioned institutions.	Work on the development of the Program Option with the Army has already begun. It will be a continual and ongoing process until final approval is obtained from the ABA and the Army. The exact date(s) of those approvals are unpredictable but a goal of obtaining those approvals and having the Program in operation by the commencement

Issue or Opportunity for Growth and Improvement	Proposed Solution	Proposal Timeline
		of the 2016 Fall Semester is not unreasonable.
Work the faculty needs for the Government Contracting Courses	It is unclear exactly what is being sought by this “Issue or Opportunity.” If it is seeking input from other Programs and/or Divisions regarding the establishment of and/or the teaching of Government Contracting Courses the Paralegal Program will be pleased to undertake it. If that is not what is being requested please provide further explanation	To be determined upon further clarification of “Issue or Opportunity.”
Partner with Enrollment Management to create and implement marketing and recruitment plan.	Members of the Paralegal Program participated in the “FTCC Open House” on June 18, 2015 and will continue to participate in similar events in the future. In addition one or more members of the Program will meet with Enrollment Management to share details about the Programs Associate Degree and Diploma Programs. Strategies also will be discussed and/or adopted to market Paralegal’s two programs.	A meeting will be scheduled with Enrollment Management prior to July 22, 2015. From then on collaboration with Enrollment Management to market the Paralegal Program will be continual.
Expand online course offerings.	Currently the Program offers a minimum of one course on-line during the Fall and Spring Semesters The expansion of the number of courses offered on-line must take into consideration the requirements of the American Bar Association and the desire of students in the Paralegal Program for on-line courses. The ABA requires students in an ABA Program such as FTCC’s Paralegal Program, to complete a minimum of ten credits of Legal Specialty Courses on-campus. As a result the number of law related courses that can be offered on-line is limited. The desires of our students must also be factored in. An informal poll of our students during the 2014-2015 Academic Year indicated that the majority of our	The expansion of the Paralegal Program’s On-Line offerings will be directly connected to the timeline set forth above for the approval of the Army Paralegal Program Option.

Issue or Opportunity for Growth and Improvement	Proposed Solution	Proposal Timeline
	then enrolled students preferred “face to face” classes which were offered during the daytime. The best solution to expanding the Program’s On-Line offerings will be the establishment of the Program Option with the Army discussed above. Under that Program Option the Army Paralegals will obtain the Associate Degree in Paralegal Technology totally on-line. Many of the courses being offered on-line to the Army Paralegals will also be open to FTCC’s traditional Paralegal Students and as a result give the traditional students a greater opportunity to choose on-line courses.	
Research pathways to additional employment and careers for graduates. Contact new FTCC jobs center.	There are several different approaches that can be undertaken to research create additional employment careers and opportunities for Paralegal graduates. The immediate approaches to be undertaken are: 1. Hold brainstorming sessions with members of the Business Division to discuss possible use of Paralegals in the business field; 2. Meet with members of FTCC’s Jobs Center to discuss possible job opportunities for Paralegals outside of the traditional law office and government agencies; 3. Meet with local businesses to discuss their needs and determine how Paralegals can fill those needs	A meeting with the FTCC Jobs Center will be scheduled on or before July 22, 2015. Meetings with members of the Business Division will take place throughout the 2015 Fall Semester. Speaking with local business leaders will begin no later than the start of the 2015 Fall Semester and be ongoing.

Committee Minutes

Paralegal Technology Advisory Committee

May 21, 2015, 12:30 PM in Room 134

Members present: M. Mark Grobosky – Member, Edeltraud (Trudy) Rutherford – Member, Tina Dicke – Member, Debbie Martinez – Member, Felicia Fife – Member, Susan Benoit - Member
Legend: (A= Administration, F = Faculty, S = Staff)

Members absent: Susan Borreson – Member, Jennifer Cooney – Member, Swayn – Member, Mary Johnson – Member, Kecia Parker – Member, Russel Smith – Member, Robin Weaver-Hurmen Member
Legend: (A= Administration, F = Faculty, S = Staff)

OLD BUSINESS: No old business was discussed

NEW BUSINESS: Because it was the first meeting held since Mark Grobosky joined the faculty at FTCC and became the Department Chair of the Paralegal Technology Program the majority of the time was spent becoming acquainted with the Committee Members and discussing generally the futre role of the Committee

Actions/Activities/Assignments before next meeting: Establish a meeting calendar for the 2015-2016 Academic Year.

Next Meeting: No fixed date for a future meetin was set but it was decided that the next meetin should take place in late August or early September 2015.

Adjournment: The meeting was adjourned at 1:30 PM.

Minutes Prepared by: M. Mark Grobosky
Minutes Approved by: Currently in Draft Form pending Committee approval at the next meeting of the Committee.
Minutes submitted to Office of HR & IEA for Web Page Posting: In Draft – not submitted at present time.

Click here to enter text.

Fayetteville Technical Community College

Academic Program Review

PARALEGAL TECHNOLOGY

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

Proponent: Vice President for Academic and Student Services

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

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

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

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

X-3.1 Program Description, Policies, and Affiliations

(Self-Study Team's assessment)

A. Provide a description of the program.

The Paralegal Technology Program ("the Program") prepares individuals to work in law-related fields. Students in the Program develop the critical thinking skills needed to assist attorneys in law firms and governmental offices and with certain other law-related employment.

Paralegal Students are trained to apply critical thinking skills to substantive and procedural areas of the law consisting of, but not limited to, Civil Litigation, Criminal Law, Family Law, Real Estate Law, and Commercial Law.

Graduates of the Program work in such areas as Probate, Investigations, Civil Litigation, Real Estate, Family Law, and Commercial Law.

It must be noted that a Paralegal/Legal Assistant may not practice law, give legal advice, nor represent clients in a court of law.

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

The Paralegal Program supports the College's mission of building a globally competitive workforce and supporting economic development by training its graduates so that they can obtain employment in law related fields throughout the United States.

The Program accomplishes this by using the various courses within the Program to develop the students' communication, critical thinking, computer, and quantitative skills. By developing these skills the Program's graduates will have the knowledge needed to allow them to compete in a global market.

The Program emphasizes communication skills in all of its "Legal Specialty Courses." In particular, the Program's LEX 110 (Introduction to Paralegal Study) course strengthens the student's ability to write by requiring them to prepare an inter-office memorandum on an assigned topic.

Critical thinking is one, if not the most, important skill to possess in order to succeed in the global market. All courses within the Program contain critical thinking components, but LEX 180 (Case Analysis and Reasoning) particularly focuses on developing the skill. Students throughout the course must read and analysis court cases and discuss their findings in both oral and written reports.

Because the field of Paralegalism is not yet regulated by the federal or state governments, the profession particularly lends itself to the needs of clients. For many businesses to succeed and grow, they must establish their presence in the global market and have business entities in foreign countries. The Program helps prepare its students to work with such globalized clients. LEX 150 (Commercial Law I) has its students produce an inter- office memorandum, based on an assigned fact pattern discussing what business entities are required for their client's business to grow in the global market and why those business entities are chosen.

Although it has been said that people choose law as a profession because they lack math skills, no longer can lawyers and paralegals hide from math because more and more federal and state programs and regulations require the production and/or analysis of statistical data. To insure the Program's students are prepared for such challenges, students enrolled in LEX 211 (Real Property II) face a mathematical challenge head on. Students in the course are required to prepare a federal HUD I reconciliation sheet and a Statement of Sale based on a hypothetical real estate sale and closing.

Along with dinosaurs, typewriters and carbon paper are a thing of the past. To succeed in the ever-expanding legal field, Paralegals must be equipped with solid computer skills. To assure its students have the requisite foundation in computer technology and its application to law, students take a CIS 110 (Introduction to Computers), LEX 120

(Legal Research and Writing I), and LEX 270 (Law Office Management/Technology). The combination of the three courses gives the Program's students a wide range of experience in the operation, use, and application of computers in the legal field.

The Paralegal Program does not restrict the training of its students to compete on the global marketplace just to the classroom. The Program requires its students to apply what they have learned in the classroom to the "real world." Students who graduate must complete work-based learning/intern experience in some type of law-related setting.

Although our students are being well trained to compete in the global market, the Paralegal Program cannot "stand pat." As the global economy changes on almost a daily basis, so to must the Paralegal Program be aware of those changes and adapt the Program's courses to meet those changes. The Program's faculty review current courses regularly and consider new courses in order provide our students with the most current training in the law.

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

Admission to the Diploma program D25380 requires a BA Degree from a regionally accredited college or university. Official transcripts must be provided.

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

The Paralegal program has not entered into any new articulation agreements. However, Fayetteville Technical Community College has entered into an articulation agreement with Fayetteville State University which provides that any student who graduates from FTCC with an Associate Degree can transfer with 60 credit hours applied toward a Bachelor of Professional Studies Degree. In particular, the articulation agreement applies to FTCC students with an Associate of Paralegal Technology Degree and allows our students an opportunity to pursue a concentration in Legal Studies at Fayetteville State University. Two of our Program's 2012 graduates are currently completing their Bachelor Degrees at Fayetteville State.

Campbell University, located less than one hour's drive from Fayetteville, offers a Bachelor of Applied Science degree that accepts graduates of community colleges who *have been* awarded an Associate of Applied Science degree in Paralegal Technology. Campbell University has a satellite evening campus at Fort Bragg, located less than five miles away.

No college in North Carolina offers a bachelor's degree with a major in Paralegal Technology. Methodist College in Fayetteville does offer a bachelor's degree with a minor in Paralegal Technology. Both the current FTCC Department Chair and her predecessor have had many discussions with the Program Director at Methodist College in attempts to negotiate an articulation agreement. The Program Director did agree to accept our Introduction to Paralegal Studies course. However, our Introduction to Paralegal Studies course is now only 2 credit hours and will not substitute for their three-hour course. Methodist College will not accept any paralegal courses for transfer from FTCC if they offer the same course. They may however accept an FTCC paralegal course as an elective.

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

Each year the Paralegal Program hosts a luncheon at the Cumberland County Court House. All judges and court personnel are invited to attend. In addition, members of the FTCC Administration are invited. It has become an annual event which the judiciary and their staff look forward to.

Relationships with the Cumberland County Register of Deeds and the North Carolina Superior Court, Estates Division for Cumberland County, have also been established and maintained for a number of years. This relationship allows the Program's faculty to conduct portions of their LEX 211 (Real Property II) and LEX 250 (Wills, Estates and Trusts) in the Register of Deeds' and Estate Divisions' offices. This result in the student's having a hands-on experience in areas of law that they may be employed in after graduation.

Carol Dickey, a full-time Instructor in the Program, is an admitted attorney in the State of North Carolina and is a member of the Cumberland County Bar Association. Ms. Dickey uses her contacts within the County Bar Association to find Co-op Work Experiences for the Program's students.

We continue to have successful work-based learning experiences under the direction of Carol Dickey. Our students are placed in law offices and various other legal related employment. As a result of their Co-op experience a number of the students are offered employment with their Co-op employers. This not only provides employment for the students but also serves our community by providing well trained Paralegals who are ready to join the local, state and/or national workforce.

X-3.2 Program Curriculum
(Self-Study Team's assessment)

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
PARALEGAL TECHNOLOGY (A25380)
Effective: Fall 2014
Revised: 03/06/14

Length: 5 Semesters
Prerequisite: High School Diploma
Award: Associate in Applied Science

Fall Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
CIS110	Introduction to Computers	2	2	0	3
ENG111	Writing and Inquiry	3	0	0	3
LEX110	Intro to Paralegal Study	2	0	0	2
LEX140	Civil Litigation I	3	0	0	3
LEX180	Case Analysis	1	2	0	2
LEX 210	Real Property I	3	0	0	3
	Totals	**14**	**4**	**0**	**16**

Spring Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
LEX120	Legal Research/Writing I	2	2	0	3
LEX141	Civil Litigation II	2	2	0	3
LEX150	Commercial Law	2	2	0	3
LEX211	Real Property II	1	4	0	3
LEX250	Wills & Estates	2	2	0	3
LEX283	Investigations	1	2	0	2
	Totals	**10**	**14**	**0**	**17**

Summer Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
COM231	Public Speaking	3	0	0	3
	Math Elective	2	2	0	3

	Totals	**5**	**2**	**0**	**6**

Fall Semester 2

Prefix No.	Title	Class	Lab	Work Exp.	Credit
LEX130	Civil Injuries	3	0	0	3
LEX160	Criminal Law & Practice	2	2	0	3
POL120	American Government	3	0	0	3
	Major Elective	6	0	0	6
	Totals	**14**	**2**	**0**	**15**

Spring Semester 2

Prefix No.	Title	Class	Lab	Work Exp.	Credit
LEX240	Family Law	3	0	0	3
LEX270	Law Office Mgt/Technology	1	2	0	2
PHI230	Introduction to Logic	3	0	0	3
WBL112	Work Based Learning I	0	0	20	2
	General Education Elective	3	0	0	3
	Totals	**10**	**2**	**20**	**13**

TOTAL CREDITS HOURS... 67

* The Paralegal Department Chairperson is responsible for awarding transfer credit for legal specialty courses.

Work Based Learning Option: Students are required to take 2 credit hours of work based learning.

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
PARALEGAL TECHNOLOGY (D25380)
Effective: Fall 2014
Revised: 03/06/14

Length: 3 Semesters
Prerequisite: BA Degree
Award: Diploma

Fall Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
CIS110	Introduction to Computers	2	2	0	3

ENG111	Writing and Inquiry	3	0	0	3
LEX110	Intro to Paralegal Study	2	0	0	2
LEX130	Civil Injuries	3	0	0	3
LEX140	Civil Litigation I	3	0	0	3
LEX160	Criminal Law & Procedure	2	2	0	3
LEX180	Case Analysis	1	2	0	2
LEX 210	Real Property I	3	0	0	3
	Totals	**19**	**6**	**0**	**22**

Spring Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
LEX120	Legal Research/Writing I	2	2	0	3
LEX141	Civil Litigation II	2	2	0	3
LEX150	Commercial Law	2	2	0	3
LEX211	Real Property II	1	4	0	3
LEX240	Family Law	3	0	0	3
LEX250	Wills & Estates	2	2	0	3
LEX270	Law Office Mgt/Technology	1	2	0	2
PHI230	Introduction to Logic	3	0	0	3
	Totals	**16**	**14**	**0**	**23**

Summer Semester 1

Prefix No.	Title	Class	Lab	Work Exp.	Credit
WBL112	Work Based Learning I	0	0	20	2
	Totals	**0**	**0**	**20**	**2**

TOTAL CREDITS HOURS... 47

* The Paralegal Department Chairperson is responsible for awarding transfer credit for legal specialty courses.

Work Based Learning Option: Students are required to take 2 credit hours of work based learning.

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

Paralegal Degree & Diploma Core Competencies are as follow:

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

Assessment is done annually and can be seen in Weave online for the Paralegal Program.

FTCC has implemented a campus wide assessment plan that focuses on learning outcomes. The plan requires three learning outcomes, the methodology for assessing the learning outcomes, and the criteria for success. The data concerning the results is collected and assessed at the end of the year. This is a continuing assessment of how well we are meeting our intended learning outcomes.

FTCC also has developed a systematic, annual process for the assessment of all educational programs by the Annual Program Review. The Paralegal Technology program is evaluated every year by means of the Annual Program Review.

The Paralegal Advisory Committee is surveyed annually. In this written survey, the committee members are asked to describe the strengths and weaknesses of the program, the local, state and national trends, and recommendations for program improvement. The results of the surveys are sent to the Paralegal Department Chair and uses in completing the Annual Program Review.

Paralegal graduates are surveyed each year by an annual graduate survey. The survey requests the graduates to indicate their employment status, salary, and whether the job requires the use of skills gained in the Paralegal Program. It also asks if the graduates are continuing their education. In addition, it asks what computer software is used in the office and requests any suggestions for improving the program. The office of Institutional Effectiveness is responsible for conducting this survey. The results of the surveys are sent to the Paralegal Department Chair.

Paralegal faculty members are evaluated by students in fall and spring semesters. The survey instrument includes questions concerning the instructor's knowledge of the subject matter, availability, relevancy of assignments, and methods of evaluation. The

results are discussed with each instructor by the Paralegal Department Chair. Full time faculty members are evaluated annually by the administration in the areas of professional competence, teaching, departmental activities, and attitude.

Additional information is provided by the attorneys that supervise the paralegal interns each semester. They submit a report that assesses the interns' knowledge and skills. They make recommendations for improvement of the program.

All of the information gathered is reviewed by the Paralegal Department Chair who then discusses the information and suggestions with the other Program Instructors. A summary of the information is presented to the Advisory Committee. Changes in the curriculum are made when needed based on all of the assessments.

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

The Program's Instructors, through their membership in state and local Bar Associations and their frequent contact with the local and state judiciary, keep abreast of changes in the legal landscape. The Instructors the take the information gained and incorporate it into the Program's courses. This insures that the Program's curriculum stays current and or ahead of new developments and/or needs in the law.

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

In addition to the information provided in X-3.2 C above. Fayetteville Technical Community College has recently become a member of the American Association for Paralegal Education, (AAfPE). AAfPE is the preeminent organization for those involved in Paralegal Education. It has been in existence for over thirty-three (33) years and is endorsed by and works hand in hand with the American Bar Association's Standing Committee on Paralegals Approval Commission.

Each year AAfPE holds an Annual Conference. It is a four (4) day Conference. At the Conference numerous presentations are given which cover the evolving trends in the legal field and how to prepare Paralegal Students to meet those trends and associated responsibilities. The Program's Department Chair attended the 2014 Annual Conference and it is the goal of the Program to have, at a minimum one Program Instructor attend each future annual conference.

Full-time faculty members are required to complete 30 hours of professional development (PD) each year. All Paralegal department faculty are licensed attorneys and are required to take continuing legal education courses to maintain licensure. North Carolina requires 12 hours of continuing legal education each year.

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

The curriculum of the Paralegal Technology program has been revised and the new program requirements have been implemented in Fall of 2014. Revisions include adding a general education course to meet the requirement of 18 hours of general education courses. We added a choice of one of the following classes:

PHI 240 Introduction to Ethics
SOC 213 Sociology of the Family
SOC 220 Social Problems

Each course is three credit hours and is college transferable. These changes are reflected on the attached revised Form J.

At the time of these revisions, we were required to make some additional changes to meet the FTCC requirements. These additional changes are also reflected in the attached documents. We deleted LEX 121 Legal Research and Writing II, added additional choices of Math and deleted the ACA elective, which was Study Skills. We also changed the Diploma Program to make it consistent with the Associate Degree program by deleting LEX 121 Legal Research and Writing II and adding LEX 130 Civil Injuries.

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07 Mar 2014

COURSE AND HOUR REQUIREMENTS

College: Fayetteville Technical Community College (832)
Type: TRD
Program of Study: Paralegal Technology (A25380)
Effective Term: Fall 2014
Curriculum Standard: A25380*2014FA
End Date:
Status: Approved by Coordinator 03/06/14 End Date Reason:

==========

Class Lab Clinc/Exp Credits

1) General Education Requirements (18.00)
Block Minimum Grade.: D
GE Required Courses
> Take 12 credits
From S12601 COM-231 1997SU Public Speaking CO-AAS 3.00 0.00 0.00 3.00
S24022 ENG-111 2014FA Writing and Inquiry CO-AAS

3.00 0.00 0.00 3.00
S13741 PHI-230 1997SU Introduction to Logic HF-AAS
3.00 0.00 0.00 3.00
S24030 POL-120 2014FA American Government SB-AAS
3.00 0.00 0.00 3.00

GE Required MAT Pick
> Take 3 credits
From S20802 MAT-115 2005SU Mathematical Models MA-AAS
2.00 2.00 0.00 3.00
S23945 MAT-143 2014FA Quantitative Literacy MA-AAS
2.00 2.00 0.00 3.00
S23944 MAT-152 2014FA Statistical Methods I MA-AAS
3.00 2.00 0.00 4.00

GE Req. Pick
> Take 3 credits
From S24029 PHI-240 2014FA Introduction to Ethics HF-AAS
3.00 0.00 0.00 3.00
S11798 SOC-213 1997SU Sociology of the Family SB-AAS
3.00 0.00 0.00 3.00
S13948 SOC-220 1997SU Social Problems SB-AAS
3.00 0.00 0.00 3.00

2) Major Requirements
(23.00)
Required Courses
> Take 23 credits
From S21169 LEX-110 2006FA Intro to Paralegal Study
2.00 0.00 0.00 2.00
S10824 LEX-120 1997SU Legal Research/Writing I 2.00
2.00 0.00 3.00
S16405 LEX-130 2000FA Civil Injuries 3.00 0.00
0.00 3.00
S16406 LEX-140 2000FA Civil Litigation I 3.00 0.00
0.00 3.00
S10945 LEX-150 2000FA Commercial Law I 2.00
2.00 0.00 3.00
S16409 LEX-210 2000FA Real Property I 3.00
0.00 0.00 3.00
S16411 LEX-240 2000FA Family Law 3.00
0.00 0.00 3.00
S12819 LEX-250 1997SU Wills, Estates, & Trusts 2.00
2.00 0.00 3.00

3) Other Major Requirements
(26.00)

MAJ OTHER REQUIRED
> Take 15 credits
From S16407 LEX-141 2000FA Civil Litigation II 2.00
2.00 0.00 3.00
S11247 LEX-160 1997SU Criminal Law & Procedure
2.00 2.00 0.00 3.00
S10276 LEX-180 1997SU Case Analysis & Reasoning
1.00 2.00 0.00 2.00
S13155 LEX-211 1997SU Real Property II 1.00
4.00 0.00 3.00
S10858 LEX-270 2000FA Law Office Mgt/Technology
1.00 2.00 0.00 2.00
S16414 LEX-283 2000FA Investigation 1.00
2.00 0.00 2.00

MAJ Other Req
Block Minimum Grade.: D
> Take 5 credits
From S21058 CIS-110 2006SP Introduction to Computers MA-AAS (2ND)
2.00 2.00 0.00 3.00
S23795 WBL-112 2014FA Work-Based Learning I 0.00
0.00 20.00 2.00

MAJ Other Required Pick
> Take 6 credits
From S21000 CTS-130 2006SP Spreadsheet 2.00
2.00 0.00 3.00
S20834 LEX-260 2006SP Bankruptcy and Collections
3.00 0.00 0.00 3.00
S10736 LEX-285 1997SU Workers' Comp Law 2.00
0.00 0.00 2.00

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07 Mar 2014
COURSE AND HOUR REQUIREMENTS
College: Fayetteville Technical Community College (832)
Type: TRD
Program of Study: Paralegal Technology (A25380)
Effective Term: Fall 2014
Curriculum Standard: A25380*2014FA
End Date:
Status: Approved by Coordinator 03/06/14 End
Date Reason:
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4) Other Requirements
(0.00)
Block Minimum Grade.: D

(67.00)

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

None. The curriculum was revised effective Fall 2014. No further changes are anticipated until after the next ABA Re-Approval Application/Report which is due on or before November 15, 2015.

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

Jennifer Cooney, Practicing Attorney, since 2006
Susan Borreson, Paralegal Public Sector, since 2006
Trudy Rutherford, Paralegal Private Sector, since 1996
Susan Benoit, Manager of Paralegals, since 2009
Carol Dickey, Attorney, FTCC Faculty, since 1994
David Smith, Attorney, FTCC Administration, since 2008
Swayne Hamlet, General Public, since 1996
Robin Weaver-Hurmence, Practicing Attorney, since 1996
Tina Dicke, Paralegal Public Sector, since 2001
Deborah Martinez, Paralegal Public Sector, since 2003
Kecia Parker, Paralegal Public Sector, since 2009
Mary Johnson, Paralegal Private Sector, since 2006
Felicia Fife, Paralegal Private Sector, since 2009

After consulting with the other full-time paralegal faculty member, adjunct instructors and current advisory committee members, the Paralegal Department Chair recommends potential advisory committee members to the Dean of Business Programs. These recommendations are then forwarded to the Associate Vice President for Curriculum Programs. The Advisory Committee members are appointed by the President for two year terms. Members may be recommended for additional terms.

The ABA requires member on the Advisory Committee to represent each of the following: a practicing attorney, a public sector paralegal, a private sector paralegal, a manager of paralegals, a faculty member, a school administrator, and *a member of the* general public.

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

The Advisory Committee meets a minimum of three times a year, usually in the fall and spring. The first meeting is the Kick-off meeting. It is usually held in September hosted by the College with an appreciation Refreshments/Dinner provided. Invitations are sent by the President. At the Kick-off event, the committee gets acquainted and elects a Chair and Vice-chair to serve the year. The second and third meetings are working meetings.

Fayetteville Technical Community College
Paralegal Advisory Committee

Meeting Minutes
Date: May 5, 2014

I. Call to order

A. Meeting facilitator Ann C. Taylor called the meeting to order.

B. The date of the meeting was May 5, 2014, the time was 6:00 p.m., and the meeting was held in the Paralegal Office in Cumberland Hall.

II. Roll Call

A. The following members were present:
Ann C. Taylor
Jennifer Cooney
Carol Dickey

B. The following members were unable to attend:
Susan Benoit
Felicia Fife
Kecia Parker
Susan Borreson
Mary Johnson
Debbie Martinez
Tina Dicke
Trudy Rutherford
Swayn Hamlet
David Sullivan
Robin Weaver Hurmence

C. There were no guests present

III. The election of officers was postponed until a later meeting.
IV. The reading of minutes from the previous meeting was waived.

V. There was no old business.

A. We are pleased to have at least 12 students graduating this spring.

B. Ms. Dickey reported that we have 9 students interning this summer and all have been placed or have tentative placement.

C. The new curriculum will begin in the Fall 2014 semester. LEX 121 Legal Research and Writing II will be taught in the Fall semester for the students still under the old program.

D. Ann Taylor announced that she will retire effective Sept. 1 after 20 years of teaching.

E. A new person will be hired to be the Department Chair and Instructor.

F. Many members of the Advisory Committee have missed meeting and it is time to get some new members.

VII. Next meeting will be scheduled at a later date.

VIII. Adjournment – the meeting facilitator Ann C. Taylor closed the meeting at 7:30 P.M

Minutes prepared by Ann C. Taylor

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

The major concern of the Advisory Committee was the review and recommendations in connection with curriculum revisement set forth in X-3.2 E above.

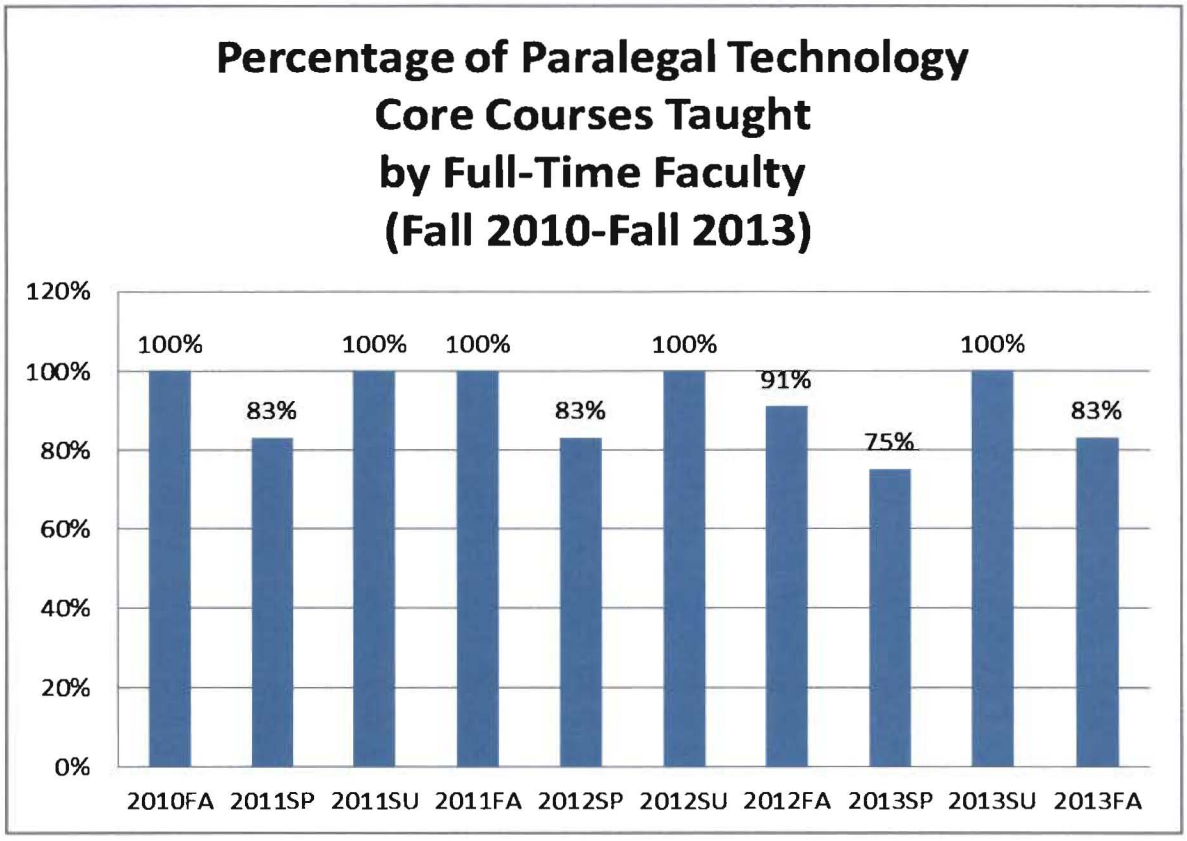
X-3.3 Faculty
(Self-Study Team's assessment)

A. For the past three (3) academic years, provide the total number of sections, by course number, run by the program and the percentage of those that were taught by full-time faculty members.

Paralegal Technology Core Courses Offered by Semester (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
LEX-110	2	2	*	2	1	1	2	1	*	2
LEX-120	2	**	**	2	**	**	2	**	**	2
LEX-121	*****	1	*****	*****	1	*****	*****	1	1	1
LEX-130	1	*****	*****	1	*****	1	1	*****	*****	*****
LEX-140	1	1	1	1	1	1	1	1	*	1
LEX-141	1	1	****	1	1	****	1	1	****	1
LEX-150	***	1	***	***	1	***	***	1	***	***
LEX-160	1	**	**	1	**	**	1	**	**	1
LEX-180	1	*****	1	1	1	*****	1	1	*****	1
LEX-210	1	**	**	1	**	**	1	**	**	2
LEX-211	***	1	***	***	1	***	***	1	***	***
LEX-240	***	1	***	***	1	***	***	1	***	***
LEX-250	*****	1	*****	*****	1	*****	*****	1	1	*****
LEX-260	1	*****	*****	1	*****	1	1	*****	1	1
LEX-270	***	1	***	***	1	***	***	1	***	***
LEX-283	***	1	***	***	1	***	***	1	***	***
LEX-285	***	1	***	***	1	***	***	1	***	***

*Core Course not offered.
**Core Course offered during the Fall term.
***Core Course offered during the Spring term.
****Core Course offered during the Fall and Spring terms.
*****Core Course offered based upon course sequencing and student education plans.



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

All faculty, full-time and adjuncts, teaching in the Paralegal Technology program must be duly licensed attorneys with a minimum of a Juris Doctorate degree from an American Bar Association accredited/approved law school. The faculty must also have experience working as or with Paralegals. Prior teaching experience is preferred.

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

All faculty are appropriately credentialed and qualified to teach in the Program. The faculty members are as follows:

Ann Taylor, JD (full-time) – Retired.
Carol Dickey, JD (full-time) – Thirty-five (35) years.
Matthew (Mark) Grobosky, JD (full-time)- First semester at FTCC; seven (7) plus years full- time faculty; fourteen (14) years as adjunct.
Joan Hedahl , JD (adjunct) – In excess of three (3) years.
Victoria Burge, JD (adjunct) – In excess Three (3) years.
Patricia Moss, JD (adjunct – First semester at FTCC.

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

All full-time faculty are evaluated annually (Employee Performance Appraisals) and Faculty Teaching Observations are done in face-to-face classes as well as full online classes by employee's supervisor. Students evaluate their courses during the fall and spring semesters. This past year the Business Management Division did peer evaluations as well which was a wonderful opportunity to grow and mentor each other.

Adjuncts are evaluated by their supervisor's annually by Faculty Teaching Observation both in face-to-face and online courses. Students also evaluate their classes.

All faculty evaluations (Employee Performance Appraisals) are up- to-date, complete, and have been rated as "Meet Expectations" or "Exceeds Expectations". Student evaluations have been good- not requiring any action plans for improvement over this review period.

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

Full-time faculty members are required to complete 30 hours of professional development (PD) each year. All Paralegal department faculty are licensed attorneys and are required to take continuing legal education courses to maintain licensure. North Carolina requires 12 hours of continuing legal education each year.

*PD forms for instructors are not attached but are available from Dean Burns.

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

The Program's full-time faculty are pursuing no research initiatives at the present time. The Program's adjunct faculty are full-time practicing attorneys.

Mark Grobosky presented at the 33rd Annual AAfPE Conference held November 5-8, 2014. He moderated and presented as part of a panel presentation titled "From Courtroom to Classroom – Converting Lessons Learned to Lessons Taught by Storytelling."

X-3.4 Resources and Support Services (Self-Study Team's assessment)

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

The Program's Work-Based Learning can be considered a lab/clinical experience. The students, by working in a law office or other legal setting, gain experience in functioning as a Paralegal. They gain experience in solving the legal problems of clients and working as part of a team.

As set forth in detail above in X-3.1 E, the Cumberland County Recorder of Deeds Office and the office of the Superior Court's Estate Division for Cumberland County provide the Program's students a unique classroom for learning Real estate Title Searches and Probate procedures.

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

The aforementioned spaces and/or environments are more than adequate.

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

This Program utilizes the Library services more than any other program on campus.

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

Yes, the support services mentioned adequately meet the needs of the Program's students. The Library in particular through its Director, Robert Antill, has gone above and beyond to provide the Program's faculty and students with both print and electronic resources.

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

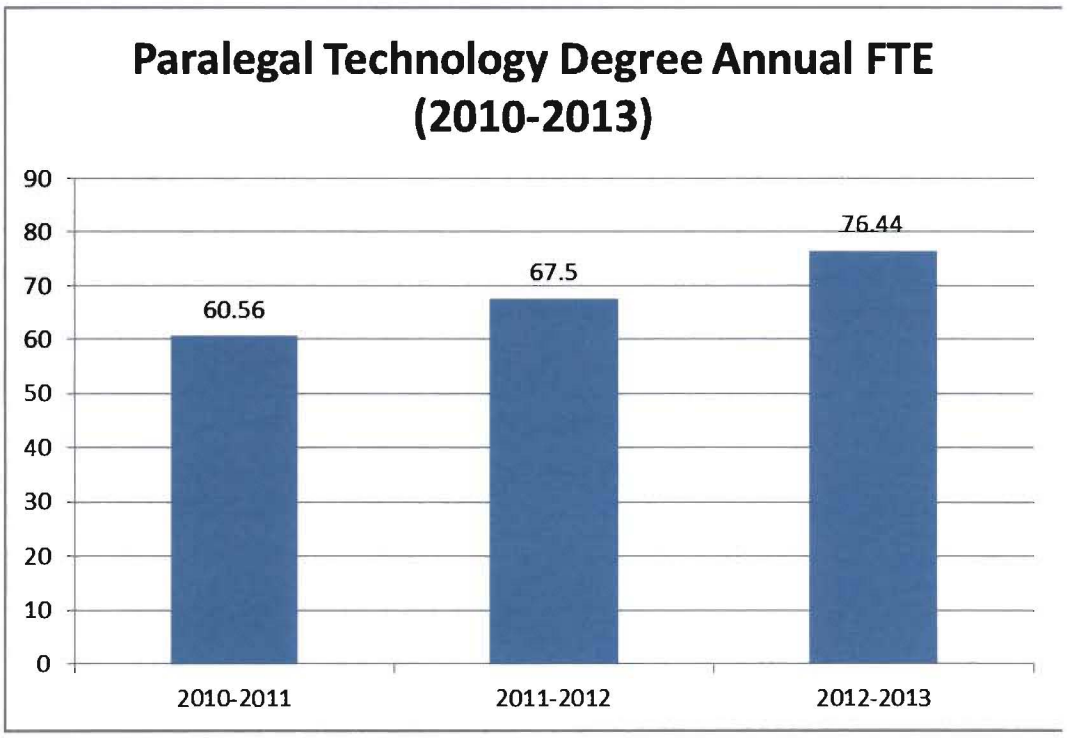
The current Department Chair/Program Director of FTCC's Program, Mark Grobosky, comes to FTCC from the University of Great Falls ("UGF") in Great Falls, Montana. At the University of Great Falls he was a Professor of Legal and Paralegal Studies and Director of UGF's ABA approved Paralegal Program. The UGF Paralegal Program is the only program in the United States approved by the ABA to offer Associate and Bachelor Degrees in Legal and Paralegal Studies online to Army Paralegals. In order to ensure that we can meet the requirements of these online courses in the Paralegal program, funds for a professional course developer or specific support for course development would be requested.

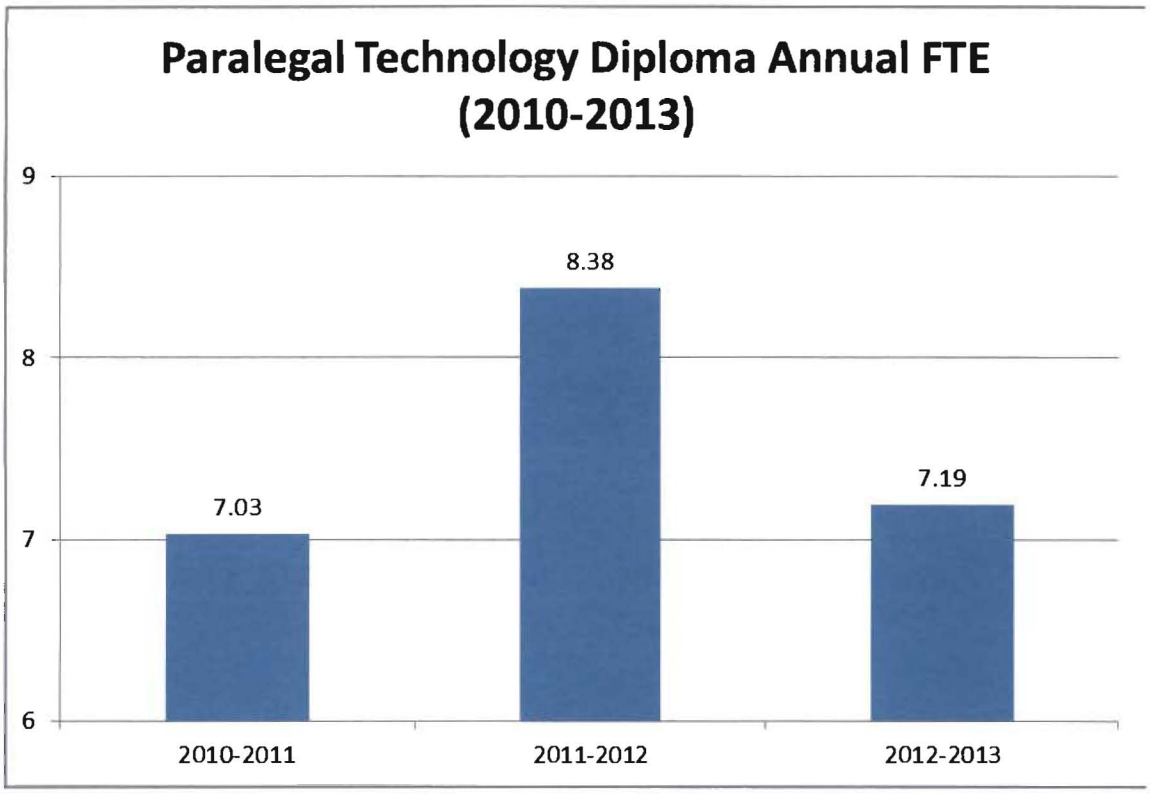
F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.

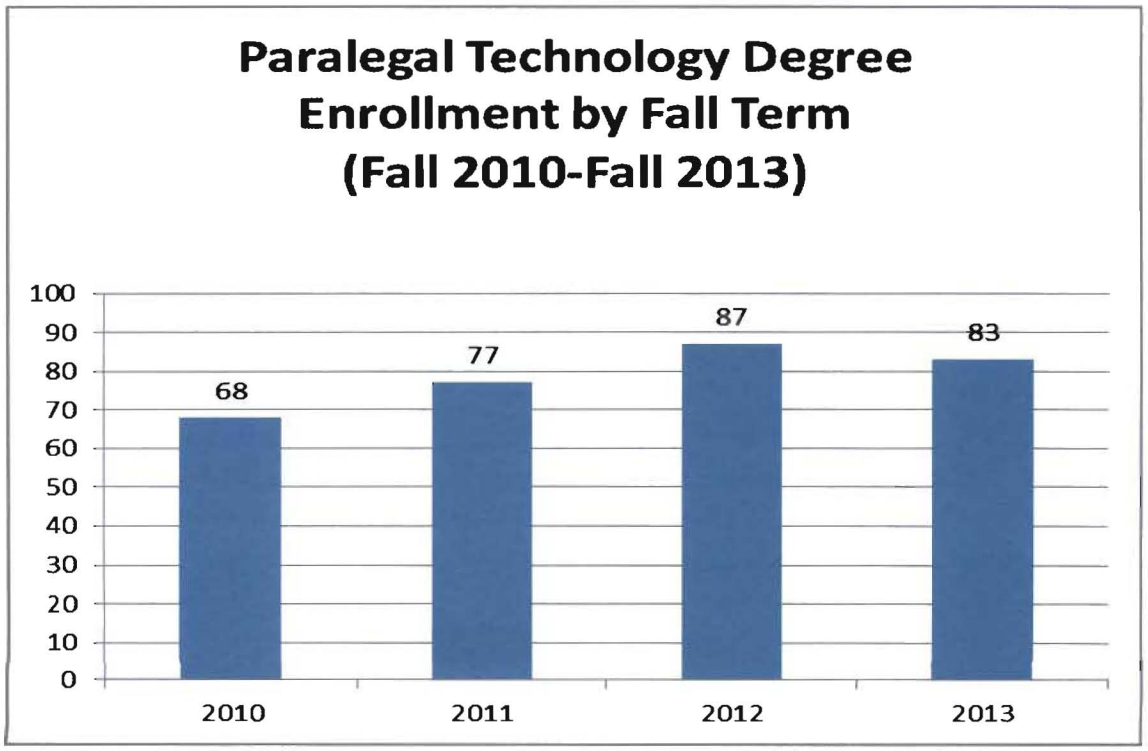
At the present time The Paralegal Technology Program has had no relationship with the FTCC Grants Department.

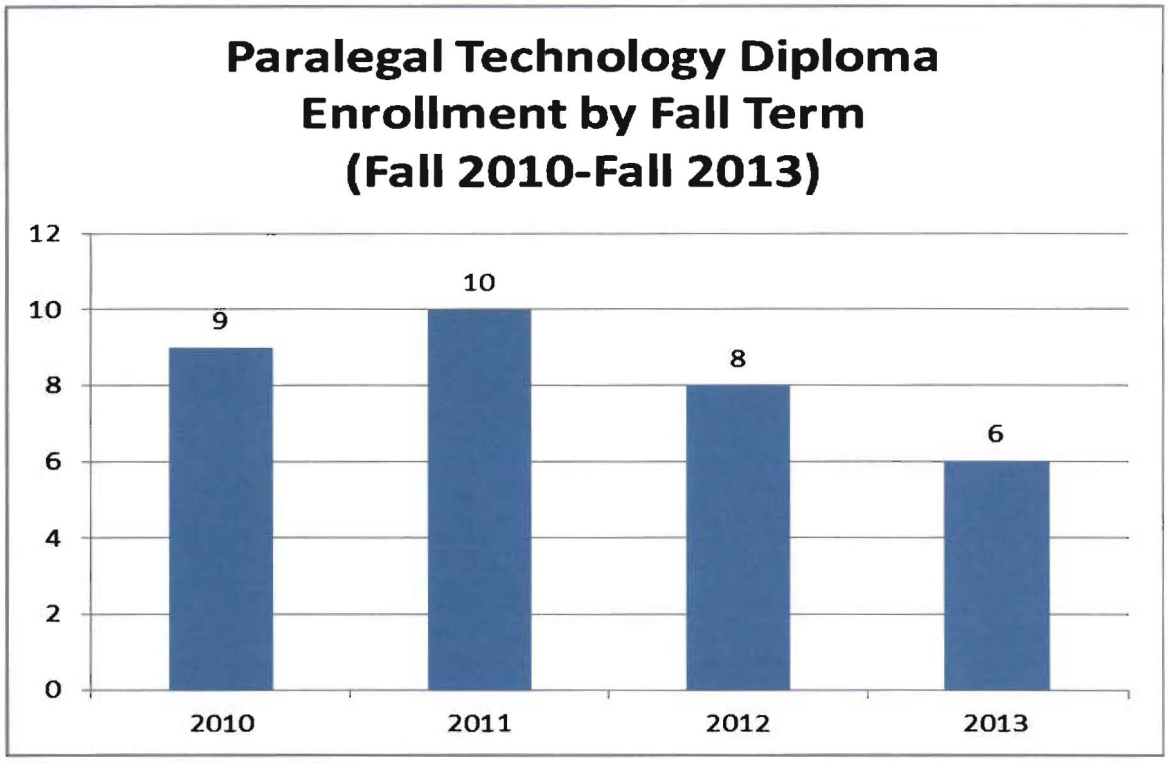
X-3.5 Enrollment, Recruitment, and Outcomes Assessment

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




Paralegal Technology Diploma Annual FTE
(2010-2013)
9
8
7
6
8.38
7.03
7.19
2010-2011
2011-2012
2012-2013


Paralegal Technology Degree
Enrollment by Fall Term
(Fall 2010-Fall 2013)
100
90
80
70
60
50
40
30
20
10
0
68
77
87
83
2010
2011
2012
2013



New leadership is not familiar with specific reasons for trends from 2010-2013.

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

Because the field of Paralegalism, for the most part, does not require licensure at the present time, the major distinguishing factor is the quality of the paralegal program from which the Paralegal graduated. The American Bar Associations approval of a paralegal program places that program at the head of all paralegal programs. In the State of North Carolina there are seven (7) ABA approved Paralegal Programs including Fayetteville Technical Community College. They are Carteret Community College, Central Piedmont Community College, Meredith College, Methodist University, Pitt Community College, and South College, Ashville. Those six (6) institutions pose the greatest competition to Fayetteville Technical Community College's Paralegal Technology Program.

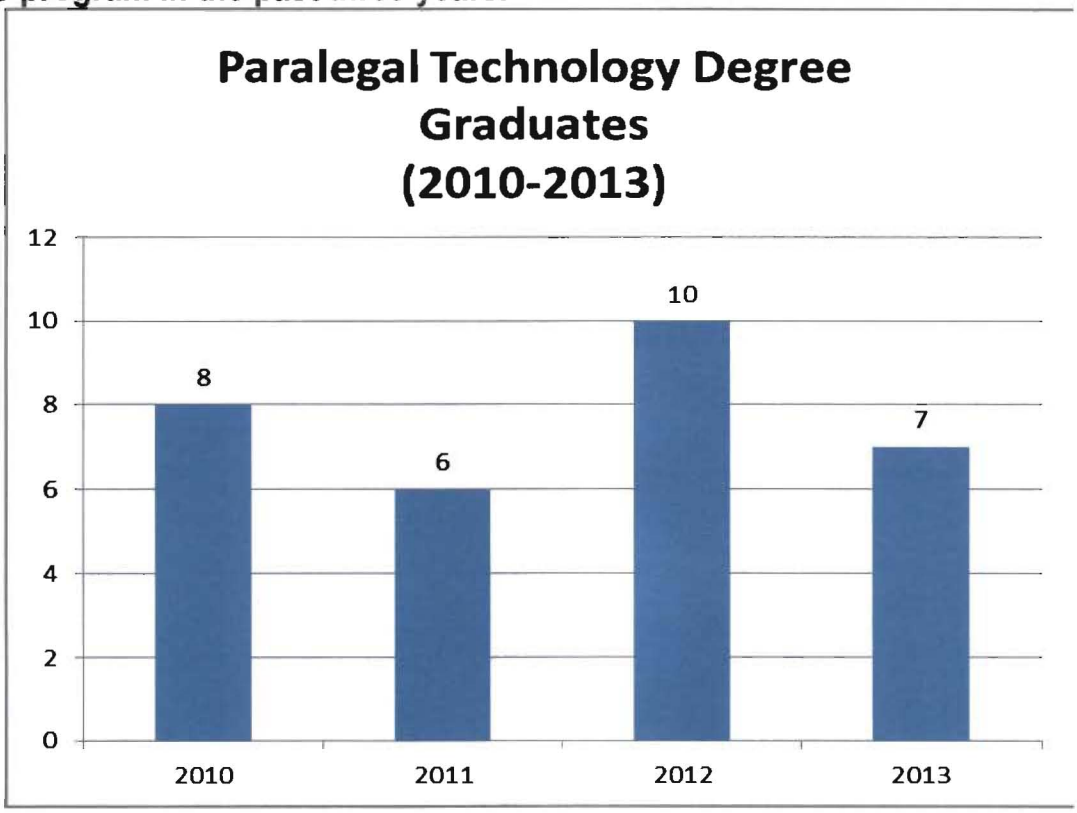
Fayetteville Technical Community College's location in Fayetteville, North Carolina, the home of Fort Bragg, offers it a unique opportunity to grow FTCC's Paralegal Technology Program.

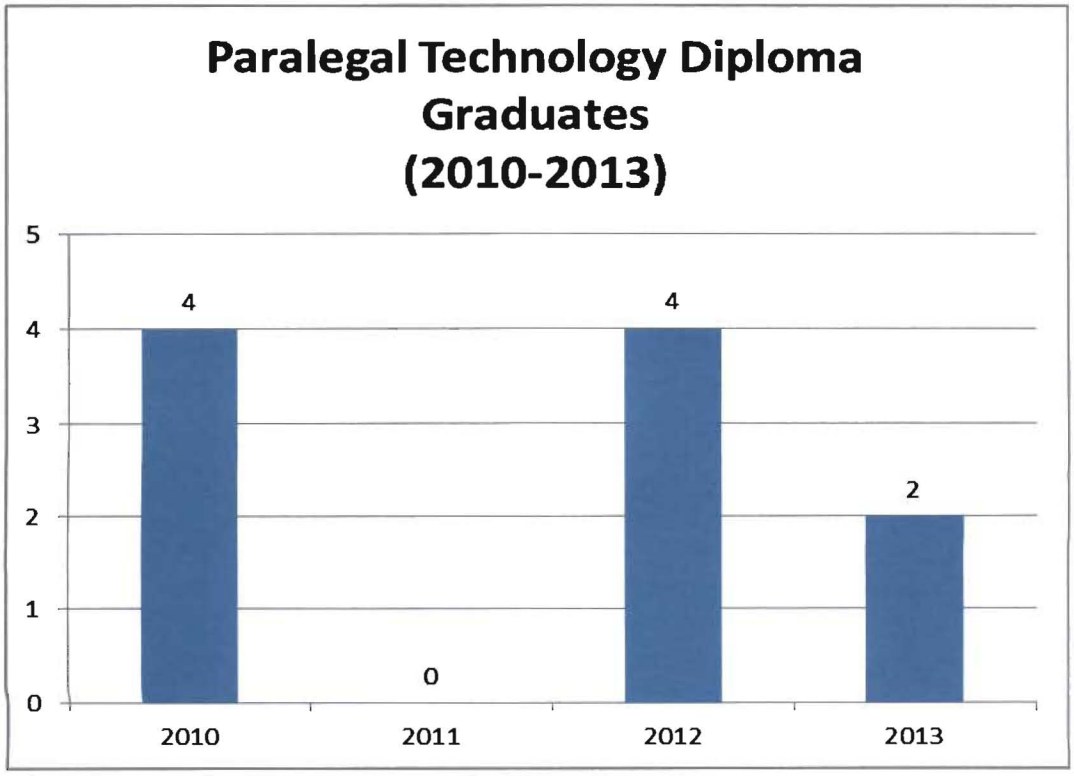
The current Department Chair/Program Director of FTCC's Program, Mark Grobosky, comes to FTCC from the University of Great Falls ("UGF") in Great Falls, Montana. At the University of Great Falls he was a Professor of Legal and Paralegal Studies and Director of UGF's ABA approved Paralegal Program. The UGF Paralegal Program is the only program in the United States approved by the ABA to offer Associate and Bachelor Degrees in Legal and Paralegal Studies on-line to Army Paralegals.

Because of the following factors FTCC could be in a position to obtain ABA approval to offer and market to the Army an Associate Degree in Paralegal Technology, both on-line and as residents, for its Paralegals. The factors are as follows:

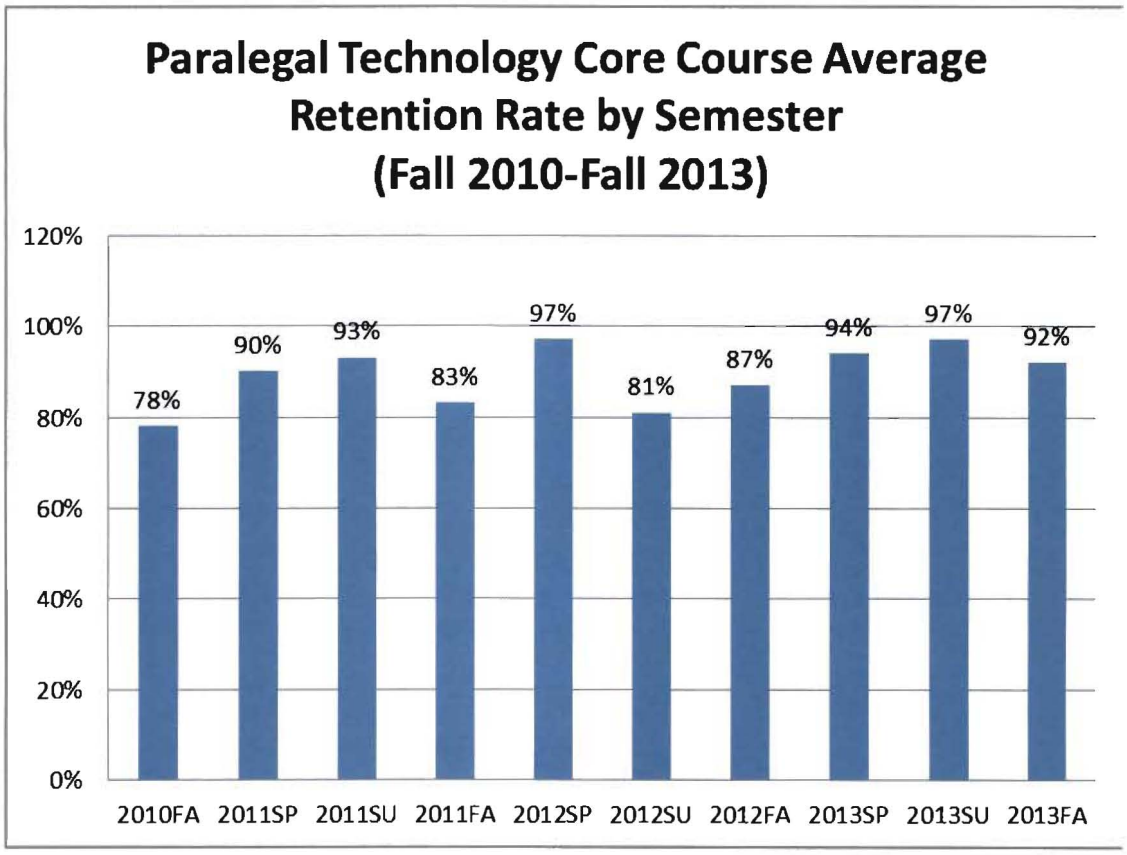
1. Proximity to Ft. Bragg;
2. Existing outstanding relationship/partnership with the armed forces and in particular the Army.
3. Mark Grobosky's knowledge of what both the Army and the ABA require in such a Paralegal Degree Program coupled with his familiarity with the Army Training Directorate at the Judge Advocate's Legal Center and School in Charlottesville, Virginia. The Training Directorate oversees the training of Army Paralegals.

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





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



Paralegal Technology Core Course Retention by Instructor (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Burge, Vickie L.	*	100%	*	*	100%	*	*	100%	*	*
Cooney, Jennifer R.	**	**	**	**	**	**	91%	100%	*	92%
Dickey, Carol D.	80%	87%	93%	84%	94%	89%	87%	89%	95%	95%
Hedahl, Joan E.	*	91%	*	*	100%	*	*	100%	*	*
Taylor, Ann C.	75%	91%	*	82%	100%	58%	87%	99%	100%	87%

*Did not teach Core course.
**Not yet hired.

Although the Paralegal Technology Program does not have a formal retention plan, the faculty employs key elements to insure the retention of our students. The two elements are communication and intervention.

Because our students want to enter the legal profession we communicate with them about developing professionalism in all aspects of their lives. We speak to them regularly about their course work, dress and attitude emphasizing that all three must reflect a professional manner. As a result our students begin to understand the concept and want to continue in the Program to further their growth as a professional.

Because of the size of the Program the Program's full-time faculty have students in multiple courses. As a result the faculty gets to know the students well, their personalities, strengths, weaknesses and in many instances, their back-stories. By knowing them so well the faculty usually knows when a student is encountering difficulties in the classroom and/or their personal lives This allows the Program's faculty to intervene when they notice a change in the student's grades or behavior.

When the faculty recognizes a change in the student and intervenes, there is usually a two-fold benefit. First, the immediate problem troubling the student can be addressed; thereby, making the student feel better.

Second, the student realizes that the faculty member, as well as the College, cares about them. This results in retaining the student because of the perception that the College maintains an environment that is both caring and protective.

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

No, the Program does not lead to either certification or licensure. The Program does however prepare its students to take and pass the voluntary North Carolina Certified Paralegal Examination.

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

The United States Department of Labor projects that employment of Paralegals is projected to grow 17 percent which is a faster growth rate than the average for all occupations

The Department of Labor reports that the median salary for paralegal in 2012 was $46,990 and an hourly rate of $22.59.

With Charlotte, North Carolina, being recognized as a major city in the global marketplace and a hub of air travel it can be expected that other areas of North Carolina will benefit and grow. As the Charlotte area and other areas grow it can be expected that the need for traditional legal services in North Carolina will grow and thus the need for trained Paralegals will continue to grow.

In addition to the typical law office employment for Paralegals, there are other uses for Paralegals in the work force being developed on an almost daily basis. For example, some auto dealerships are finding it a advantageous to hire trained Paralegals to work in their Leasing and Finance departments.

On a whole, with the expansion of both traditional employment and non-traditional employment of Paralegals the need for trained Paralegals in North Carolina and other parts of the country continues to grow.

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

The Paralegal Technology Program uses the following to assess the success of the Program:

1. Quizzes and Examination;
2. Witten assignments and projects;
3. Oral presentations;
4. Results of student taking the North Carolina Certified Paralegal Examination.
5. Feedback from employers of FTCC Paralegal graduates.

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

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

In addition to the Annual Program Assessment prepared by the Paralegal Technology Program the Program is assessed by the ABA Standing Committee on Paralegals.

Once a Paralegal Program is approved by the ABA the Program must file an Application for re-approval every seven (7) years. The Re-approval Application process is rigorous and contains an extensive self-assessment study segment. Once the Re-approval Application is deemed "complete" by the ABA a "Site-Visit" is conducted by a panel of reviewers chosen by the ABA. At the conclusion of the Site-Visit a report is issued by the Site-Visit team setting forth the strengths and weaknesses of the reviewed paralegal program. Every third year of the seven year cycle the ABA approved paralegal program must prepare an "Interim Report" with the ABA to insure the paralegal program continues in compliance with the Guidelines established by the ABA's Standing Committee on Paralegals

X-3.6 Constituency Satisfaction

(Self-Study Team's assessment)

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

Paralegal graduates are surveyed each year by an annual graduate survey. The survey requests the graduates to indicate their employment status, salary, and whether the job requires the use of skills gained in the Paralegal Program. It also asks if the graduates are continuing their education. In addition, it asks what computer software is used in the office and requests any suggestions for improving the program. The office of Institutional Effectiveness is responsible for conducting this survey. The results of the surveys are sent to the Paralegal Department Chair.

Paralegal faculty members are evaluated by students in fall and spring semesters. The survey instrument includes questions concerning the instructor's knowledge of the subject matter, availability, relevancy of assignments, and methods of evaluation. The results are discussed with each instructor by the Paralegal Department Chair. Full time faculty members are evaluated annually by the administration in the areas of professional competence, teaching, departmental activities, and attitude.

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

Because portions of this Program Review were completed by the outgoing Department Chair, the new Department Chair has requested the opportunity to thoroughly review the program and continue to acquire information. An update to the information that has already been provided will be submitted upon the Department Chair's completion of the ABA accreditation.

X-3.7 Appraisal and Direction for the Future

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

The enrollment in the Program is anticipated to grow at approximately a three (3) to four (4) percent rate per year.

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

One of the best opportunities to expand the Paralegal Technology Program would be to form a partnership with the Army's Judge Advocate General's Paralegal Corp. This would result in an increase of students in the Program.

To serve the requirements of an Army Paralegal partnership FTCC would need to expand its on-line offering of Legal Specialty courses. The expansion of online courses could possibly have a collateral impact on the enrollment in the Paralegal Technology Program attracting non-Army related students to the Program because of the availability of online courses.

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

The health and vitality of the Program is excellent! The Program provides students with extensive theoretical and practical knowledge in the areas of law needed by paralegals to succeed. FTCC Paralegal graduates are sought by employers locally and with the addition of an online program could be expanded into the global marketplace.

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

What were the strengths of your assessment process?
One of the strengths of the assessment is that assessments were completed by two full time instructors and one part time instructor demonstrating strength across the curriculum. I liked the assignments that measured two of the competencies since they tied the skills together. Four of the five objectives were met.

What were the weaknesses of your assessment process?
Some of our target goals were broad and easily met. Goals should be more specific.

What was learned as a result of your assessment process?
It was a pleasant surprise that the students demonstrated such strong communication skills demonstrating effective use of the conventions of American Standard English. We also looked at the written papers demonstrating cultural awareness and global perspective. They also demonstrated effective use of American Standard English. This is particularly important because we dropped a writing class from the curriculum effective Fall 2014. We must continue to reinforce writing skills.

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

We will continue to stress critical thinking skills. Also, we will continue to monitor writing skills and quantitative skills.

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

The initiative(s) set forth above will be met and improved upon each semester. The faculty of the Program, both full-time and adjunct will together to meet the initiatives with the Department Chair taking the leadership role.

G. Please provide any long term major resource planning.

As enrollment grows, especially if the Army Paralegal component is added, there will be a need to add additional faculty to the Program.

The addition of the faculty will result in the major economic impact to FTCC. As the enrollment expands there will also be collateral expenses involved to meet the needs of the students. For example, more WestLaw access numbers will need to be purchased so that every student enrolled in the Program can have unfettered access to WestLaw's on-line research tools.

H. Conclusions.

The Paralegal Technology Program at FTCC is on solid ground. The new Department Chair brings innovative ideas and changes to the program. With continual assessment of all aspects of the Program and improvements made as recommended by the assessment process the Program will continue to grow and become stronger.

X-4 Appendices

List of Attachments
Please indicate any supplemental materials submitted with this review document.

Fayetteville Technical Community College

2014-2015 END-OF-YEAR REPORT

Mission Statement

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

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

Fayetteville Technical Community College
2014-2015 End of Year Report

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

1. FTCC will increase graduation rates to 25% by 2018.
2. Increase headcount enrollment by **3%** annually.
3. Increase gainful employment (employment in field of study) of students.
4. Increase completion rates for Workforce Investment Act (WIA) training programs by 20%.
5. Meet or exceed the NCCCS Performance Measures goals.
6. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
1.1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)	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)** 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)** 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)** Participated in Open Houses, high-school tours, Division Orientations, HACS sessions, and International Folk Festival-Volunteer Food Station. **(Curriculum)** Presented Capstones for Business Administration at the NCCCS Conference. **(Curriculum)**

Fayetteville Technical Community College
2014-2015 End of Year Report

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Presented at the AEOP District 9 Professional Development Day on the subject of retirement planning. **(Curriculum)** 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)** 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)** Provided best practice presentation entitled *Soft Skills/Call Center Training* at the Southeastern Region 4 Meeting of the NCWorks Customized Training Program. **(Economic Development)** 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)**

Fayetteville Technical Community College
2014-2015 End of Year Report

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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: A) FO Weather Button 1- 1.1 Million impressions per month B) Home Page Advertising 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 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)
	Summer Classes" ad 3- This campaign is planned to be expanded nationally to target 20 military installation identified by Dave Brand D) Affiliate Advanced Audience Targeting/Retargeting 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 E) Affiliate Mobile Network 1- Targeted Fort Bragg / Pope users 2- 40,000 impressions monthly 3- 2.84% click-through rate **(Marketing/PR)** 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)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Admissions Office - Created and disseminated regular updates of testing and test prep materials and held professional development sessions on testing changes. 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)** 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)**
1.2 Use the Educational TV channel to provide timely information/programming to the community (2)	College and Career Readiness used the FTCC TV channel to provide informational programs: FTCC and You and Punto de Enceuntro; and the educational program, Coffee and English. **(Continuing Education)** 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)** CC - C-STEP students participated in State of the College video and 2 C-STEP articles were written for *Up and*

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Coming magazine focusing upon recent C-STEP student successes **(Student Services)** 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 "*FTCC and You*", one in Spanish and another version in English, "*Punto de Encuentro*," and "*Get Connected" in partnership with Cumberland County Schools*". **(Technology)** 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)**
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)
	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: *-Online Medical Transcription Editor,* *-Online Medical In/Outpatient Coding,* *-Online Medical Billing,* *-Health Information Technology,* *-Electronic Health Records Office Professional,* *-Online Computer Technician,* *-Working in the Pharmacy,* *-ICD-10 Fast Track for Professional Coders* 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. **(Continuing Education)** Industry Training partnered with Workforce Development and the Employment Security Commission of NC. **(Continuing Education)** College and Career Readiness has partnered this year with Vocational Rehabilitation, Vision Resource Center, and

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Services for the Blind. **(Continuing Education)** Job fairs with Womack held @FTCC. **(Curriculum)** Provided a paralegal reception at the Cumberland County Courthouse. **(Curriculum)** Attended various Chamber of Commerce functions. **(Curriculum)** 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)** Provided the Career Center director with job announcements from employers like Caterpillar and Goodyear. **(Economic Development)** CC - Provided 174 job vacancy announcements from potential employees to department for student employment CC - networked with (27) potential FTCC student employees to advertise job notices **(Student Services)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)**
1.4 Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)	The Small Business Center received a grant from Wells Fargo to support the Youth Entrepreneurship Camp. **(Continuing Education)** New scholarships developed by Mammography program. **(Curriculum)** CC - Completed recruitment of high school and college students for C-STEP program- emphasizing Carolina Covenant **(Student Services)** CC - Designed and advertised university flyers for representatives and their campus visits to recruit (14) **(Student Services)** CC – Coordinator visit from UNC-CH FA office and Carolina Covenant to facilitate future student funding process. **(Student Services)** 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

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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)	Implemented Multiple Measures of Placement **(Curriculum)** Provided one-on-one tutoring and online resources to help students raise their Accuplacer scores. **(Student Learning Center/Library)** AO - Test preparation and practice information is provided to all students. AO - Created test prep booklet as well as easy reference strips guiding students to test prep sites and practice tests. 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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)**
1.8 Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)	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)** 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)** All students enrolled in courses were encouraged several times to complete course evaluations every semester resulting in increased survey completions. **(Curriculum and Continuing Education)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)** AO - Evaluated transcripts and test scores and entered waivers where applicable. 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)**
1.9 Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5, 6)	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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
1.10 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)	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)** 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)** FTCC survey and individual program-specific accreditation graduate surveys utilized by curriculum and continuing education departments throughout the year. **(Curriculum)** 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)**
1.11 Improve assessment plans with document evidence of outcomes. (1)	The Continuing Education EMS department conducted annual assessment plans with Paramedic program WEAVEonline© and COAMPS accreditation for National Registry Paramedic. **(Continuing Education)** The Community Services/Extension area, amended the WEAVEonline© Assessment process to incorporate additional classes including Occupational Effective Teaching Training, Human Resources Development,

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Motorcycle Basic Rider Course, and Personal Interest Auto Dealer's classes. **(Continuing Education)** 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)** Health Program departments have developed formal, written Curriculum Management Plans, that includes areas of assessment/sources of documentation. **(Curriculum)** 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)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Assessment plans were developed and implemented to improve efficiency across Plant Operations. **(Plant Operations)** 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)**
1.12 Create and administer a professional development program to support academic quality for student success. (1-6)	EMS department conducted instructor training and precepting courses for EMS instructors to improve courses and quality of instruction. **(Continuing Education)** Business Services provided a 5-hour Funeral Service CE training class each year for all NC Funeral Service licensees. **(Continuing Education)** 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)** An online professional development course for Bloodborne

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Pathogens was created to allow annual training for distance education faculty and staff. **(Curriculum)** 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)** 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)** 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)** 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. Assisted ACA 122 classes with administration of career

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	assessment to support success- career and college transfer advisement Counseled and reviewed academic mid-term reports for members of Parents for Higher Education (PFHE) population **(all members)** CC - Counseled and reviewed academic mid-term reports for all C-STEP cohort of students CC - Coordinated 2 UNC-CH academic advising sessions for C-STEP students 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 CC - Received and followed-up with 462 students referred by instructors for career redirection, crisis intervention, assessment and academic issues CC - Continued community facilitation for PFHE presentations from community agencies to faster academic and parental success (20) sessions

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	CC - Continued community facilitation for PFHE group and workshops 74 groups CC - Continued implantation of weekly individualized advisement sessions and monthly group facilitation of C-STEP cohorts for academic success of group 964 CC - Completed 122 career assessments (individuals & groups) **(Student Services)** Technical Innovations and Applications offered professional development webinars, tutorials, and workshops on the following topics: Retention Center Grade Center ADA Compliance Apps for Education Assessing Learners Communicating and Collaborating Understanding and Building Your Course Gamification for Student Engagement **(Technology)**
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)
	software technology. **(Continuing Education)** 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. **(Economic Development/Institutional Effectiveness/Workforce Development Center/College Program areas)** 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)** 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)**
1.14 Maintain memberships in relevant professional organizations and groups. (1-6)	Business and Finance Division maintained membership with f NACUBO, ACCBO, and SACUBO. **(Business/Finance)** EMS instructors maintained membership with the National

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Registry of EMT's and North Carolina EMS Educators Association, American Medical Technologist. **(Continuing Education)** 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 Endeavers, 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)** Business Services maintained membership with National Association for Community College Entrepreneurship and North Carolina Community College Adult Education Association. **(Continuing Education)** Industry Training maintained memberships with the NC

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Safety and Health Council and the Fiber Optics Association. **(Continuing Education)** 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)** 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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Instructors Association. **(Curriculum)** 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)** 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)** 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)** 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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	SETA/NCETA Conference in Mar 2015; and attended the FranklinCovey training entitled *The 5 Choices to Extraordinary Productivity* in March 2015. **(Economic Development)** 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)** Facility Services (FASVS) maintained memberships to ACCFO and Turfgrass Council. **(Plant Operations)** Student Learning Center instructors maintained memberships with NCTLA (North Carolina Tutoring and Learning Association). **(Student Learning Center/Library)** 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)** RO – Registration and Records maintained memberships with the SEDUG, NC IIPS, N3CSDPA (**Registration and**

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2. Increase headcount enrollment by **3%** annually.
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6. Achieve 90% satisfaction rate on all surveys and course evaluations.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Records Office) AO – Admissions staff have maintained memberships with MP3, assisting with getting more student involvement with mentoring program. **(Student Services)** 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)**
1.15 Promote faculty-staff engagement in public relations, community service, and College activities (1, 2, 3, 5, 6)	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)** Continuing Education EMS area participated annually in paramedic competition, Airport Disaster Event, and Cape Fear Valley Hospital Disaster Event. **(Continuing Education)** Business Services participated in local community service projects such as the Holly Day Fair. **(Continuing Education)** The Continuing Education Division: -Advertised programs at monthly Army/Air Force Newcomers' meetings.

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	-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. -Made announcements on local radio stations and delivered to the management of the FTCC WIDU Radio Show, coordinating 24 spots a year. -Coordinated the format and printing of the CE Tabloid and highlighted all programs in this book and in brochures. -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. **(Continuing Education)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	College and Career Readiness maintains recruiting reports and worked with Global Education Committee on Dreams of Dresses project. **(Continuing Education)** 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)** Practical Nursing Chair is the current Vice Chair for Cumberland County Coordination Counsel for Older Adults, member of Cumberland Community Foundation. **(Curriculum)** Mammography Chair secretary volunteers with the Cumberland County Coordination Counsel for Older Adults. **(Curriculum)** Science Division revitalized the Science Club in 2014. The club participated in the Super Science FunFest sponsored

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	by the Fascinate-U Children's Museum. **(Curriculum)** 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. **(Economic Development)** 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.

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	(Economic Development) The Human Resources and Institutional Effectiveness staff maintained memberships with: 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 **(Human Resources/Institutional Effectiveness)** Marketing and Public Relations used media sources to promote community events and FTCC participation in those events: 1) FTCC Press Releases – 20 postings 2) Facebook Releases – currently 220 posting

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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: A) FO Weather Button 1.1 Million impressions per month Home Page Advertising 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 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)
	identified by Dave Brand C) Affiliate Advanced Audience Targeting/Retargeting 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 D) Affiliate Mobile Network 1) Targeted Fort Bragg / Pope users 2) 40,000 impressions monthly2.84% click-through rate **(Marketing/PR)** Facility Services staff members participate in community services as well as college functions. **(Plant Operations)** 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)** CC - Wrote two articles for *Up and Coming* magazine CC - Parents for Higher Education completed two community food drives, sponsored four families for Christmas working with the Partnership for Children, PFHE

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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) CC - Each C-STEP student completed 20 community service hours, C-STEP students completed State of College video (25) students CC - Planned & organized College Transfer Day publicized (50) college/university visits from representatives CC - Promoted use of FTCC C-STEP students in promotional UNC-CH literature for distribution **(Student Services)** 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)** Technical Innovations and Applications Director is a Board Member of the Cape Fear Kiwanis Club. **(Technology)**
1.16 Encourage faculty and staff to complete higher levels of relevant education and/or degree completion (1, 2)	Faculty and Staff continue to participate in the College's one free tuition course benefit each semester. **(Curriculum)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)**
1.17 Encourage Return to Industry Training. (1, 2)	The majority of the full-time health faculty participate in return to industry training opportunities during faculty breaks to maintain and update skills. **(Curriculum)**
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)	All curriculum full- and part-time new hires must be enrolled or have completed EIT prior to employment. **(Curriculum)** IE Director completed the Excellence in Training Course **(Human Resources/Institutional Effectiveness)** Director of Technical Innovations and Applications provided technical support for the Excellence in Teaching course **(Technology)**

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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)	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)** In the EMS department, expansion roles were approved for department chairs in EMS, CNA, RMA and Phlebotomy. **(Continuing Education)** Senior leadership engaged in bi-weekly meetings with coordinators and chairs. **(Curriculum)** 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)**
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)
	Health division courses are compliant with this strategic plan goal. **(Curriculum)** Math and Science departments are currently using a standardized Blackboard math shell. **(Curriculum)** FLEX faculty in Arts & Humanities collaborated to determine Blackboard FLEX format for implementation in Fall 2015. **(Curriculum)** 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)**
1.22 Increase Workbased Learning (Co-op) and intern work opportunities for students (1, 2, 3, 6)	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)** AS and AGE have added WBL credit to their degrees. Chairs/coordinators continue to network with local businesses to expand WBL opportunities **(Curriculum)** FASVS has benefitted greatly from using a CO-OP student to assist with Plant Operations as the student gained

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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)	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)** Instructors completed Motorcycle Safety Foundation Training to continue teaching the Basic Rider course and incorporate required updates. **(Continuing Education)** Coordinated training for employees through the Disability Support Services to increase awareness of reasonable accommodation requirements. **(Continuing Education)** Purchased updated equipment for the Motorcycle classes and Culinary Arts classes to encourage learning in a clean and safe environment. **(Continuing Education)** 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)** Communicated regularly with campus security through quarterly classroom list assignments to ensure classrooms were secure. **(Continuing Education)**

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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)
	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)** 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. 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. 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)**

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
2.1 Explore the development of an Excellence in Service (EIS) course. (1-5)	Faculty and staff are required to provide ongoing high quality customer service within department. **(Continuing Education)** Department meetings to focus on internal and external opportunities to provide higher quality of customer service **(Marketing/PR)** 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)**
2.2 Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)	Provided customer service professional development training session for staff **(Business/Finance)** 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)** Discussed customer service value and return on investment at divisional meetings – department chairs, secretaries, full faculty. **(Curriculum)** Customer Service PD was offered on multiple occasions

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	and attended by faculty, staff and administrators. **(Curriculum)** Customer service expectations were shared and employees are expected to role model good customer service **(Curriculum)** Offered several professional development sessions on various forms of quality customer service. All were well attended. **(Human Resources/Institutional Effectiveness)** Employees attended customer service training **(Plant Operations)** 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)** 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)** 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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	FTCC or FTCC Partnership events or initiatives. **(Technology)** 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)** 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)**
2.3 Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)	Provided funding for security budget in excess of $1.6 million. Added a maintenance technician position.**(Business/Finance)** On campus and off-campus classes are provided additional security for safety of faculty and students. **(Continuing Education)** Submitted annual building evaluations to address classroom safety needs. **(Continuing Education)** Purchased updated equipment for various departments to

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	encourage learning in a positive environment. **(Continuing Education)** 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)** Received positive evaluations from students/faculty on classrooms and turn-around time for repairs. **(Continuing Education)** Industry Training provided mock OSHA inspections that allowed for improved internal controls related to secure and safe working environments. **(Continuing Education)** 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)** Conducted six (6) professional development classes for

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	emergency response and active shooter training for faculty and staff **(Public Safety and Security)** AO – Assisted with choosing and arrangement of AO – SLC campus furniture as well as assisting with plans for improvement. **(Student Services)**
2.4 Resolve customer needs with minimal referrals to others. (3)	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)** 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)** Business Services met with students to resolve their concerns/suggestions for class improvement. **(Continuing Education)** College and Career Readiness established a Center for English Language Learning to provide culturally competent customer service to students whose first language is not

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** Continuing Education encouraged all faculty and staff to assist potential students (customers) with minimal referrals. **(Continuing Education)** Health division counseling area maintained year-round and students referred in-house. **(Curriculum)** 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)** 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)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Resolved student conduct issues at the Dean level whenever possible **(Public Safety and Security)** 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)** AO - The Admissions department has cross-trained with other departments such as Financial Aid, to learn answers to frequently asked questions. 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)** FTCC Media Services works to meet and exceed customer expectations in a timely manner. **(Technology)**
2.5 Answer the phone within 3 rings. (1-5)	Continue to meet this a goal. Continue to learn the new phone system and utilize efficiencies. **(Business/Finance)** Customers got immediate assistance via staff answering calls when present and returning voice mails within a 24-hour period. **(Continuing Education)** The Assessment Center in the College and Career Readiness program forwards phones if away from the desk

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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)
	to ensure phones are answered in a timely manner. **(Continuing Education)** 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)** 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)** FASVS continues to achieve this by making sure that we have "pick up" lines in the office suite. **(Plant Operations)** AO – We make every effort to answer by the second ring whenever possible. **(Student Services)** 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)** FTCC Media Services responds immediately to requests via e-mail, phone calls, technical support, event support and documentation. **(Technology)** Director of Technical Innovations and Applications

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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)	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)** Continuing Education employees attended professional develoment 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)** Discussed at all division meetings – department chairs, secretaries, full faculty. **(Curriculum)** Financial aid representative was invited to discuss the default management program with faculty and staff. **(Curriculum)** Worked with coordinators and chairs to improve departmental and division processes to minimize referrals. **(Curriculum)** All new hires are provided an overview of departmental functions and activities. **(Human Resources/Institutional Effectiveness)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Coordinated Professional Development classes and presented the following: • Work Orders • Faculty Move Form (F-11) • Vehicle Requests • Room Reservations • Bus Vehicle Log Book Training • Departmental Professional Training **(Plant Operations)** AO - The Admissions department has cross-trained with other departments such as Financial Aid, to learn answers to frequently asked questions. 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.
2.7 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)	Implemented online payment of transcripts and direct deposits of student refunds. **(Business/Finance)** Continuing Education Instant Enrollment (online registration) process was made available for more classes and registered 1798 students. **(Continuing Education)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)** Enhancements continue in social media sites and responses, digital marketing, and Phase I creation of new college website. **(Marketing/PR)** 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)** Technical Innovations and Applications offered training in web-conferencing software. **(Technology)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)**
2.8 Triage lines to move customers to appropriate College locations quickly. (3, 4)	Supervisors triage lines during registration to answer questions and move customers along more quickly. **(Business/Finance)** 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. AO - Regular triage is performed between staff at SLC to be sure that the minimal time is spent fulfilling student's needs.
2.9 Ensure signage is visible, adequate, and accurately directing visitors to correct locations. (3, 4)	Updated signage when individuals or offices changed locations. **(Business/Finance)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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)** Signs were displayed during New Student Orientations to assist students in locating this event. **(Curriculum)** FASVS continues to keep within the guidelines of ADA as it relates to College signage. **(Plant Operations)** Upgrading signage due to recent moves and relocations. **(Plant Operations)** Wayfinding signage project in progress. **(Plant Operations)**
2.10 Require all hiring managers to include one or more interview questions focused on customer service. (1-5)	A minimum of one question and in some cases multiple questions associated with customer service were included in DDI interviewing packets. **(All College Divisions)** Updated the FTCC Interview Guide, following DDI guidelines, to include a page with pre-printed/mandatory Customer Service target questions.

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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)	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)** 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)** 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)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
2.12 Conduct annual surveys of faculty, staff, and students to provide data related to the College climate and customer service/support. (4)	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)** 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)** 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)** The Print Shop conducted its own survey and showed a 99.6% satisfaction rate. **(Print Shop)** Annual surveys were conducted of faculty, staff and students to measure satisfaction with the FTCC Public Safety and Security Department with a combined positive

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	outcome of 91%. **(Public Safety & Security)** AO - Admissions has counselor satisfaction surveys. 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. **(Student Services)**
2.13 Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)	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)** Provided instructor workshop and preceptor courses to provide information to instructors on delivering quality instructions and standard procedures to all students. **(Continuing Education)** AMA customer service related classes are offered and available to FTCC employees. **(Continuing Education)** College and Career Readiness offered an ADA workshop. **(Continuing Education)** Created and administered training sessions for faculty on

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	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)** 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. Project Goals: 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)
	students alike. Phase I (4/15 - 6/15) A) Information gathering, analysis, creative exploration, and creative expedition. B) Key Concept Designs 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 Phase II (7/15 – 10/15) A) Code & Place on O3 Beta Server B) Upload Content to FTCC Server C) Testing/Follow-up D) Implementation/Launch **(Marketing/PR)** FASVS portal is up-to-date. All information is current. **(Plant Operations)** 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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	use Facebook and Twitter to interact with clients (students, parents, high school counselors/administrators, etc.) **(Student Services)** The MIS department has started the process of implementing the Ellucian Self Service system which will give the FTCC students a portal experience. **(Technology)** FTCC Media Services provides assistance and technical support to the Webmaster, including video clips posted on the server, photographic support and logo creation. **(Technology)** The FTCC Media Services updated and revised the Online Audio Visual Request Form and revised processes and procedures to improve support. **(Technology)** 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)** Technical Innovations and Applications Webmaster participated in the College-wide website review. **(Technology)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
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)	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)** DDI is being utilized with all hiring procedures. **(Curriculum)** Attended the FTCC class "DDI – Targeted Selection Interviewing" in Aug. 2014. (**Economic Development**) Monitor DDI hiring packets to assure completeness and consistency to promote fairness and equity in hiring processes. **(Human Resources/Institutional Effectiveness)** 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)**
2.16 Include quality customer service and support as a measured item on annual performance appraisals. (5)	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)**

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
2.17 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)	Upgraded radios to communicate with other departments. **(Plant Operations)** Fire exit diagrams are in place. **(Plant Operations)** Lighting and occupancy sensors have been installed. **(Plant Operations)** Lighting upgrades in some classrooms. **(Plant Operations)** We discuss COOP and EPP at every monthly meeting. **(Print Shop)** Emergency Operations Response training is conducted with all Public Safety and Security staff to ensure effective response during times of emergency. **(Public Safety & Security)** 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)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
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)	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)** Submitted all equipment requests by the requested deadline. Budget decision packages are submitted to meet the needs of instruction/classroom/students. **(Continuing Education)** Submitted all equipment and expansion position requests by the requested deadline. **(Curriculum)** 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)** Submitted Decision Packages to project financial needs for the upcoming fiscal year to include DDI Targeted Selection training materials. **(Human Resources/Institutional Effectiveness)** Decision packages were prepared based on projected needs within HR and IE for 2015/2016 FY. **(Human Resources/Institutional Effectiveness)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Completed for 2015-16. **(Marketing/PR)** Utilize budget decision packets for support. **(Plant Operations)** Done by the Print Shop manager. **(Print Shop)** MIS budget was submitted to Business & Finance department for consideration. **(Technology)** 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)**
3.2 Ensure appropriate communication among affected areas. (1, 2, 4)	Budget meetings were held throughout the year. Professional development sessions were held on purchasing and travel. **(Business Finance)** Communicated with FTCC Finance Office as needed referencing budget and financial matters. **(Continuing Education)** Business Services held weekly meetings with Barber faculty and staff to emphasize inventory control and supplies. **(Continuing Education)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Have held student loan default meetings within the Business Management Division for awareness. **(Curriculum)** 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)** AO – Communication is key and is regularly done between SLC areas. **(Student Services)**
3.3 Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)	Mid-year budget adjustments were received and budgets were appropriately adjusted. **(Business/Finance)** 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)** College and Career Readiness worked on a revised budget for the 2015-2016 year, after assessing the monthly budget reports and expenditures. **(Continuing Education)** Monitored monthly budget reported and submitted budget reconciliation for mid-year when requested. **(Human Resources/Institutional Effectiveness)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Completed and submitted. **(Marketing/PR)** FASVS currently monitors its spending by using spreadsheets which helps with monthly reports and mid-year reconciliation. **(Plant Operations)** Done by the Print Shop manager. **(Print Shop)** Budget expenditures are monitored to ensure cost effective use allocated funds. **(Public Safety & Security)** 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)** MIS mid-year revisions were completed within an acceptable time frame and submitted to the Business & Finance department. **(Technology)** Technical Innovations and Applications Director monitored VLC monthly budget report and made changes as required. **(Technology)**

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
3.4 Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)	The salary plan was updated with a 2% increase effective January 2015. **(Business/Finance)** 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)** Continuing Education division reviewed salary plans for specific instructional areas. **(Continuing Education)** 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)** 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)** The Print Shop manager uses the resources from PICA for salary comparisons. **(Print Shop)**

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Director of MIS is constantly monitoring IT comparable jobs and is an advocate for comparable salaries for MIS staff. **(Technology)**
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)	Met with leaders of the college to discuss funding needs throughout the year. **(Business/Finance)** Communicated with Continuing Education senior accounts technician and Finance Office reference future needs (instructors, supplies, equipment, facilities). **(Continuing Education)** Provided equipment requests within the requested time period. **(Continuing Education)** Provided grant writer with referral and point of contact for partnerships and resource development of the North Carolina Space Grant. **(Economic Development)** Coordinated as necessary to project future construction/renovation and budget the needs. **(Plant Operations)** 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)**

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)
3.6 Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)	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)** 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)** Siemens controls have been implemented as standard controls **(Plant Operations)** Lighting upgrades have taken place in LAH 137 & 141 **(Plant Operations)** Water conservation in lavatories and irrigation **(Plant Operations)** Switching or replacing T-5 light fixtures **(Plant Operations)** Replaced Cooling Tower at HTC **(Plant Operations)** Replaced Chiller at Mechanical Building **(Plant Operations)**

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.
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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)
	We are working on a network package to include all copiers campus wide for the purpose of consumable replenishment and meter recordings. **(Print Shop)** 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)**
3.7 Cascade technology when replacements are made to reduce cost. (2, 4)	Cascaded computers to areas of less usage when new computers are installed. **(Business/Finance)** Center for Business and Industry worked with MIS on the cascading of technology in order to reduce costs for the College. **(Continuing Education)** 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)**
3.8 Communicate the College's needs to the FTCC Foundation. (2)	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)** A grant was written through the FTCC Foundation to cover transportation/transit costs for College and Career Readiness students**. (Continuing Education)**

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

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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)
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)	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)** CE partners with Curriculum to provide training for students (DDS, WorkFirst clients—ABC's of Child Care/Credentials). **(Continuing Education)** College and Career Readiness has created career pathways (PHCAST) with occupational continuing education programs. **(Continuing Education)** Science courses are in the process of being re-organized to better align with the needs of students entering the allied health programs. **(Curriculum)** 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)**
4.2 Expand student use of Career Coach and Internship.com during the admissions, registration, and advising processes. (1)	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)**

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)
	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)** AO – Admissions Counselors are trained on this process. AO – Students are directed to Career Coach for assistance in deciding on a program of study.
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)	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)** Curriculum advisory committees met and members completed follow-up surveys to provide feedback. **(Curriculum)** 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)**
4.4 Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)	Business Services met with local businesses and industry representatives to discuss, develop, and coordinate Customized Training for the workforce. **(Continuing Education)** Industry Training staff met with industrial representatives, including plant managers, training managers, human resource department representatives and lead supervisors

Fayetteville Technical Community College
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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)
	to discuss training needs. (**Continuing Education**) 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. **(Economic Development)** 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 *2015-2018 NC Community College's Align4NCWorks Strategic Plan*. **(Economic Development)**
4.5 Expand the use of customized industry training funds. (1, 3, 4)	Industry Training targeted industries qualifying for customized training funds. **(Continuing Education**) Provided a presentation about the purpose, objectives, and eligibility requirements for the NCWorks Customized

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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)
	Training Program to local manufacturing leaders at the Plant Manager's Association meeting. **(Economic Development)** 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)** 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)**
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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4. Analyze Academic Programs to modify program/course offerings to meet employer needs.

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	Chamber to meet the needs of businesses. **(Continuing Education)** 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)** 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)** 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)** Represented FTCC and the CTP during a "mock selection

Fayetteville Technical Community College
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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)
	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)	Conducted federal and state level government contracting workshops to FTCC students, faculty, staff and community. **(Continuing Education)** Employers were invited to the CATV (cabling) class to recruit students. **(Continuing Education)** 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)** Preliminary converstaions have begun with the Veterans Services Director regarding the Transition Tech veteran program. **(Curriculum)** Three Cyber Security Certificates added to Information Systems Security program. **(Curriculum)** AO – The JOBS Center participates in job fairs for graduating students. More than 30 LPNs were placed at Womack Army Hospital. **(Student Services)** HS – High School Connections provides 30+ career pathways for high school students. These pathways lead to

Fayetteville Technical Community College
2014-2015 End of Year Report

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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)	Shared scholarship information with students throughout the year. Participated in the implementation of Academic Works which matches student needs to available scholarships. **(Business/Finance)** Community Services/Extension Education provided scholarships to students taking sixteen distance learning programs at least four terms within the year. **(Continuing Education)** 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 met the needs of students. **(Continuing Education)** State Employee Credit Union Scholarships were used in the Industry Training department. **(Continuing Education)**
4.10 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)	Employed Accounts Technician in Business and Finance to insure correct certification of Veteran students' classes. **(Business/Finance)** 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)**

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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)
	Industry Training provided "East Carolina University-Tools for Advanced Manufacturing for Veterans" and "IT Certification Training-Project Transition". **(Continuing Education)** Small Business Center provided Boots to Biz Training at Fort Bragg to encourage entrepreneurship for transitioning soldiers. **(Continuing Education)** College and Career Readiness offers three programs to soldiers and their dependents; BSEP, ESL and the new Effective Writing class. **(Continuing Education)** FLEX courses have been created and offered to support military personnel at locations around the world. **(Curriculum)** Provided the All-American Veteran Center with job announcements from employers like Caterpillar and Goodyear. **(Economic Development)** 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)** 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**)

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
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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,

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)