

Fayetteville Technical Community College

Detailed Assessment Report 2014-2015 Simulation and Game Development

As of: 8/24/2016 12:19 AM EST

Mission / Purpose

The Simulation and Game Development curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming and management.

Students will receive hands-on training in design, 3D modeling, and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, testers, quality assurance analysts, engineers and administrators in the entertainment industry, health care, education, corporate training, and government organizations.

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

SLO 1: Apply knowledge in development of simulations/games

Students will apply accumulated knowledge of game development to the construction and deployment of an original game/simulation design in [SGD 289 - SGD Project]. In this process, students will analyze data, apply logical deduction, and invoke aesthetic principles through the use of 3D digital art software, programming languages, and software engines.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

Related Measures

M 1: Apply knowledge in development of simulations/games

What: The success of the analytical and aesthetic processes of students will be evaluated in the [SGD 289 - SGD Project] utilizing a rubric.

Why: The evaluation will quantify the elements of design and development to include planning, data collection, cost analysis, programming, artwork, and deployment.

How: Evaluation will occur by rubric for student Capstone Projects in [SGD 289 - SGD Project].

When: At the conclusion of [SGD 289 - SGD Project] in the last week of the spring semester of 2015.

Who: The department chair, department faculty, and their assignees will convene and evaluate the projects at the end of the course.

Source of Evidence: Project, either individual or group

Connected Document

[SGD Analytical Rubric](#)

Target:

All students who complete (with a passing grade of C) the [SGD 289 - SGD Project] course will achieve an acceptable score of twenty-four points or more when evaluated by the rubric. The acceptable class average score expected from rubric calculations is twenty-six points.

Reporting Finding (2014-2015) - Target: Met

This goal was met in SGD 289 for spring 2015 with an average rubric score of 26.8. There were twelve students in the class with rubric scores ranging from 24-30 points.

Connected Document

[SGD Analytic Rubric Results](#)

Reporting Finding (2013-2014) - Target: Met

There were 7 students in the class. 84% of the students passed the class scoring above 77 on the rubric for the final project. Target was met.

Connected Document

[SGD 289 Analytic Results](#)

Reporting Finding (2012-2013) - Target: Met

There were 7 students in the class. 100% of the students passed the class scoring above 77 on the rubric for the final project. Target was met.

Reporting Finding (2011-2012) - Target: Met

There were 4 students in the class. 100% of the students that passed the class scored at an acceptable level or above.

Reporting Finding (2010-2011) - Target: Met

There were 6 students in the class. 100% of the students that passed the class scored at an acceptable level or above.

Reporting Finding (2009-2010) - Target: Met

SGD289 class was not offered, so we were unable to measure this objective.

SLO 2: Demonstrate effective oral communication skills

Simulation and Game Development students will demonstrate effective oral communication skills via an oral defense of a student-developed game/simulation in [SGD 174 - SG Level Design] and [SGD 289 - SGD Project]. Developed game/simulation shall be discussed in terms of the global marketplace and the cultural sensitivities involved in entertainment/learning products.

Relevant Associations:

General Education/Core Curriculum Associations

- 1 Communicate effectively using the conventions of American Standard English in professional and academic environments.
- 3 Demonstrate socialization skills that support cultural awareness and a global perspective.
- 5 Demonstrate computer literacy.

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

Related Measures

M 2: Demonstrate effective oral communication skills

What: Student oral presentations for selected Simulation and Game Development projects are being assessed for effective content and delivery, professional composition, and mastery of language and communication skills.

Why: Students will be graded using an effective communications rubric to evaluate content, delivery, and language proficiency.

How: Student final projects will be presented and evaluated using a rubric. This will occur for freshmen in [SGD 174 - SG Level Design] and for sophomores in [SGD 289 - SGD Project].

When: This will occur for freshmen in [SGD 174 - SG Level Design] and for sophomores in [SGD 289 - SGD Project] during the Spring 2015 semester.

Who: The department chair, department faculty, and their assignees will convene and evaluate the programs during the courses.

Source of Evidence: Presentation, either individual or group

Connected Document

[Oral Communications Rubric](#)

Target:

All students who complete (with a passing grade of C) the [SGD 174 - SG Level Design] and [SGD 289 - SGD Project] courses will achieve an acceptable score of twenty-two points or greater when evaluated by the rubric.

Reporting Finding (2014-2015) - Target: Met

Target was met. All students in both SGD 289 and SGD 174 achieved twenty-two points or greater when graded using the rubric. The average score for SGD 289 (twelve students) was 25.5 points, and the average score for SGD 174 (seventeen students) was 24.1 points.

Connected Document

[SGD Oral Communications Results 2014-2015](#)

Reporting Finding (2013-2014) - Target: Met

At the end of the semester, students were required to present information for their final semester project (SGD-289). Students were scored using the Oral Communications Rubric. Of the seven (7) students in the course, all of the students scored at an acceptable level (28 points) or above, meaning 100% of the students were successful and the objective was met.

Connected Document

[Oral Communication Rubric Results](#)

Reporting Finding (2012-2013) - Target: Met

At the end of the semester, students were required to present information for their final semester project (SGD-289). Students were scored using the Oral Communications Rubric. Of the seven (7) students in the course, all of the students scored at an acceptable level (28 points) or above, meaning 100% of the students were successful and the objective was met.

Reporting Finding (2011-2012) - Target: Met

In the SGD 289 class, 100% of the students that passed the class scored a minimum of 28 points on the rubric. The median score was 30, with highest score being 33, and the lowest being 27.

Reporting Finding (2010-2011) - Target: Met

In the SGD289 class, 100% of the students that passed the class scored a minimum of 28 points on the rubric. The median score was 31, with highest score being 34, and the lowest being 28.

Reporting Finding (2009-2010) - Target: Not Met

Due to changes in WebAdvisor, students no longer rely totally on their advisor for registration. Students are now able to self-register for courses with little to no interaction with their faculty advisor. Therefore, this advent in technology has made our survey obsolete. In addition, there is a new report that will identify the manner in which students register for courses. This measure will give a more accurate depiction of the manner in which students register for courses. Using this new report, we were able to take the rosters from courses that computer-related majors would take and see the method of registration. For the 2010Su registration, 39.58% of students in computer major courses registered through their advisor, and 60.42% self-registered.

SLO 3: Demonstrate critical thinking in the design of simulations and games

Students will use critical thinking to design and develop simulations and games. Measurement of this objective will occur for selected design and development projects in [SGD 174 - SG Level Design].

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

Related Measures

M 3: Demonstrate critical thinking in the design of simulations and games

What: Students' critical thinking skills will be evaluated as they relate to problem analysis in game and simulation development.

Why: The rubric will evaluate the analytic decisions involved in the design and development of the simulation/game projects.

How: Evaluation by rubric of final projects will occur in [SGD 174 - SG Level Design].

When: Evaluation will occur in [SGD 174 - SG Level Design] during the spring 2015 semester.

Who: The department chair, department faculty, and their assignees will convene and evaluate the projects during the selected courses.

Source of Evidence: Project, either individual or group

Connected Document

[SGD Critical Thinking Rubric](#)

Target:

All students who complete (with a passing grade of C) the [SGD 174 - SG Level Design] course will achieve an acceptable score of twenty points or greater when evaluated by the rubric.

Reporting Finding (2014-2015) - Target: Met

Target was met. Fifteen students who passed SGD 174 with a grade of C or higher scored twenty or more points when graded using the rubric. The average score was 23.1 points.

Connected Document

[SGD Critical Thinking Rubric Results 2014-2015](#)

Reporting Finding (2013-2014) - Target: Met

There were 7 students in the class. 84% of the students passed the class scoring above 77 on the rubric for the final project. A project plan was created and utilized by 84% of the students in the class. Target was met.

Connected Document

[SGD289 Project Rubric Results](#)

Reporting Finding (2012-2013) - Target: Met

There were 7 students in the class. 100% of the students passed the class scoring above 77 on the rubric for the final project. A project plan was created and utilized by 100% of the students in the class. Target was met.

Reporting Finding (2011-2012) - Target: Met

There were 4 students in the class. 100% of the students that passed the class scored at an acceptable level or above.

Reporting Finding (2010-2011) - Target: Met

There were 6 students in the class. 100% of the students that passed the class scored at an acceptable level or above.

Reporting Finding (2009-2010) - Target: Met

SGD289 class was not offered, so we were unable to measure this objective.

SLO 4: Incorporate Global Awareness in SGD Design Courses

Students will consider global awareness and the global marketplace in the design of simulations and games. This will be analyzed via selected assignments on localization in the [SGD 159 - SGD Production Management] and [SGD 212 - SGD Design II] courses.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

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

Related Measures

M 4: Incorporate Global Awareness in SGD Design Courses

What: Students' awareness of global business and its social and cultural impacts will be evaluated through consideration of localization processes.

Why: The rubric will evaluate localization considerations in the design and development of the simulation/game projects.

How: Evaluation by rubric of selected localization assignments will occur in [SGD 159 - SGD Production Management] and [SGD 212 - SGD Design II].

When: Evaluation will occur in [SGD 159 - SGD Production Management] and [SGD 212 - SGD Design II] during the fall 2014 semester.

Who: The department chair, department faculty, and their assignees will convene and evaluate the assignments during the selected courses.

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

Connected Document

[SGD Global Awareness Rubric](#)

Target:

All students who complete (with a passing grade of C) the [SGD 159 - SGD Production Management] and [SGD 212 - SGD Design II] courses will achieve an acceptable score of sixteen points or greater when evaluated by the rubric.

Reporting Finding (2014-2015) - Target: Met

100% of students who completed (with a passing grade of C) the [SGD 159 - SGD Production Management] and [SGD 212 - SGD Design II] courses achieved an acceptable score of sixteen points or greater when evaluated by the rubric. The average rubric score for twenty-five students was found to be 17.4 points.

Connected Document

[SGD Global Awareness Rubric Results 2014-2015](#)

Reporting Finding (2013-2014) - Target: Met

84% of students have incorporated global cultural and economic factors in their contributions to the design project as evidenced by the project rubric.

Connected Document

[Global Awareness Rubric Results](#)

SLO 5: Demonstrate Quantitative Competencies

Students in the Simulation and Game Development curriculum program must demonstrate quantitative competencies by successfully completing selected programming assignments in [SGD 113 - SGD Programming].

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 4 Focus on workforce preparedness to support economic development.

Related Measures

M 5: Demonstrate Quantitative Competencies

What: Students' quantitative competencies will be evaluated via examination of selected programming assignments.

Why: The rubric will evaluate student comprehension of the mathematical relationships required for successful computer programming.

How: Evaluation will occur by rubric for student game/simulation programs in [SGD 111 - Introduction to SGD] and [SGD 113 - SGD Programming].

When: In [SGD 111 - Introduction to SGD] and [SGD 113 - SGD Programming] during the fall semester of 2014.

Who: The department chair, department faculty, and their assignees will convene and evaluate the programs during the courses.

Source of Evidence: Project, either individual or group

Connected Document

[SGD Quantitative Rubric](#)

Target:

All students who complete (with a passing grade of C) the [SGD 113 - SGD Programming] course will achieve an acceptable score of twelve points or greater when evaluated by the rubric.

Reporting Finding (2014-2015) - Target: Met

Target was met. Fourteen students (Fall 2014) and 10 students (Spring 2015) who passed SGD 113 with a grade of C or higher scored 12 or more points when graded with the rubric. The average score for students in Fall 2014 was 12.6 points, and the average score for students in Spring 2015 was 13.6 points.

Connected Document

[SGD Quantitative Rubric Results 2014-2015](#)

Reporting Finding (2013-2014) - Target: Met

100% of 2013-2014 graduates of the program achieved a passing grade in both of the classes listed (MAT 140 or higher and SGD 113) prior to graduation from the program.

Connected Document

[SGD Quantitative Results](#)

What were the strengths of your assessment process?

- The strength of the assessment process is that it is relevant and allows quantitative analysis of key factors crucial to success in this field.
- The process of quantifying design and aesthetic factors via rubrics has enhanced the consistency of evaluation of student learning outcomes.
- By setting quantifiable targets for learning outcomes, the department has established valuable milestones in the learning process.

What were the weaknesses of your assessment process?

- Quantitative analysis is difficult to gauge in artistic field. I'm not sure measured outcomes truthfully measure student success.
- Some key learning outcomes have yet to be assessed via the rubric process.
- The rubrics themselves need to be refined in some cases to better reflect key learning outcomes.

What was learned as a result of your assessment process?

- Students are performing at a level that meets current goals with 100% students who earn grades of C in their courses achieving satisfactory scores according to the SGD rubrics.
- Performing assessment has led to a greater understanding of the assessment process itself, as well as the key learning outcomes of the curriculum.
- Assessment is a useful comparative tool for gauging the curriculum versus other similar curricula.

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

- We will continue to modify the various rubrics to better reflect the required skills in this field.
- We will expand the assessed skills to better reflect the entirety of the learning outcomes of SGD.
- We will strive to exceed this year's rubric scores in future cycles.

Annual Report Section Responses

Program Review (Academic Units)

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

Connected Document

[Academic Program Review- Simulation and Game Development](#)

Advisory Comm. Minutes (Academic Units)

There was no advisory committee meeting during the 2014-15 assessment cycle.

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](#)

SGD Analytical Rubric

CATEGORY	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Fail)
Planning	Detailed plan done showing tasks, assignments, and timeline	Detailed plan done showing tasks and assignments	High-level plan done with timeline	High-level plan done with no timeline	No real planning or timeline
Data Collection	Information gathered via different methods (interview, online, etc.) and analyzed	Information gathered via different methods (interview, online, etc.)	Information mostly made up with some research	Information made up as needed with no research	Information gathering not demonstrated
Cost Analysis	Cost analysis done with detailed research and options analyzed	Cost analysis done with detailed research	Cost analysis done with some online research	Cost analysis made up from thin air	No cost analysis done
Programming	Game programming is fully functional and efficiently coded	Game programming is fully functional	Game programming is functional with non-fatal errors	Game programming is partially functional	Game programming non-functional or contains fatal errors
Artwork	Artwork exceeds industry standards	Artwork equals industry standards	Artwork below industry standards but exceeds amateur standards	Artwork at amateur standards	Artwork unacceptable
Deployment	Project complete and runs as first planned	Project complete and runs with modifications from plan	Project runs, but not all levels are complete (>50% complete)	Project runs, but most levels are not complete (<50% complete)	Project does not run

Acceptable Score: >=24 Points

SGD 289 SGD Analytic Rubric Results
Spring 2015

Student	Rubric Score (Points)
Student 1	24
Student 2	28
Student 3	24
Student 4	24
Student 5	26
Student 6	30
Student 7	24
Student 8	30
Student 9	25
Student 10	30
Student 11	30
Student 12	27
Student Average	26.8

SGD 289 - SGD Project

Analytic Rubric Results

Max points - 20	77 Percentile - 15
Student 1	20
Student 2	20
Student 3	16
Student 4	15
Student 5	15
Student 6	15
Student 7	5

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

**SGD 289 SGD Oral Communications Rubric Results
Spring 2015**

Student	Rubric Score (Points)
Student 1	22
Student 2	27
Student 3	22
Student 4	22
Student 5	25
Student 6	28
Student 7	24
Student 8	28
Student 9	25
Student 10	28
Student 11	28
Student 12	26
Student Average	25.4

**SGD 174 SGD Oral Communications Rubric Results
Spring 2015**

Student	Rubric Score (Points)
Student 1	22
Student 2	22
Student 3	23
Student 4	22
Student 5	25
Student 6	24
Student 7	23
Student 8	23
Student 9	26
Student 10	28
Student 11	22
Student 12	22
Student 13	24
Student 14	23
Student 15	28
Student 16	26
Student 17	26
Student Average	24.1

SGD 289 - SGD Project

Oral Communications Rubric Results

Max points - 36

Student 1	35
Student 2	32
Student 3	29
Student 4	28
Student 5	30
Student 6	28
Student 7	31

Category	1 (Fail)	2 (Poor)	3 (Fair)	4 (Good)	5 (Excellent)
interpretation - ability to explain information presented in program code in the final project	Fail to explain information presented in program code in the final project. Program does not run	Slightly below expectations to explain information presented in program code in the final project	Meets expectations to explain information presented in program code in the final project	Slightly above expectations to explain information presented in program code in the final project	Exceed expectations to explain information presented in program code in the final project. Program works and runs as required
Representation - Ability to convert information into games presented on the final project	Fail to convert information into games presented on the final project. Program does not run	Slightly below expectation to convert information in to games presented on the final project	Meets expectations to convert information into games presented on the final project	Slightly above expectations to convert information into games presented on the final project	Exceed expectations to convert information into games presented on the final project. Program work and runs as required
Calculation - Ability to solve games problems using logical methods for the final project	Fail to solve games problems using logical methods for the final project. Program does not run	Slightly below expectation to solve games problems using logical methods for the final project	Meets expectations to solve games problems using logical methods for the final project	Slightly above expectations to solve games problems using logical methods for the final project	Exceed expectations to solve games problems using logical methods for the final project Programs works and runs as required
Application - Ability to make and draw appropriate conclusion based on quantitative analysis of data in the final project	Fail to make and draw appropriate conclusion based on quantitative analysis of data in the final project. Program does not run	Slightly below expectation to make and draw appropriate conclusion based on quantitative analysis of data in the final project	Meets expectations to make and draw appropriate conclusion based on quantitative analysis of data in the final project	Slightly above expectations to make and draw appropriate conclusion based on quantitative analysis of data in the final project	Exceed expectations make and draw appropriate conclusion based on quantitative analysis of data in the final project. Programs runs and works as required
Communications - Ability to express the logic, process, and technique used to create and demonstrate the final project	Fail to express the logic, process, and technique used to create and demonstrate the final project. Program does not run	Slightly below expectation to express the logic, process, and technique used to create and demonstrate the final project	Meets expectations to express the logic, process, and technique used to create and demonstrate the final project	Slightly above expectations to express the logic, process, and technique used to create and demonstrate the final project	Exceed expectations to express the logic, process, and technique used to create and demonstrate the final project. Program runs and works as required

SGD 174 SGD Critical Thinking Rubric Results
Spring 2015

Student	Rubric Score (Points)
Student 1	23
Student 2	24
Student 3	23
Student 4	22
Student 5	24
Student 6	21
Student 7	22
Student 8	24
Student 9	25
Student 10	24
Student 11	22
Student 12	21
Student 13	25
Student 14	23
Student 15	24
Student Average	23.1

SGD 289 - SGD Project

Project Rubric Results

Max points - 20	77 Percentile - 15
Student 1	20
Student 2	19
Student 3	16
Student 4	16
Student 5	15
Student 6	15
Student 7	6

Category	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)	1 (Fail)
Cultural Sensitivity	Correctly identify and explain in detail remediation of cultural and national disparities in games in assignment	Correctly identify cultural and national disparities in games in assignment	Partially identify cultural and national disparities in games in assignment	Acknowledge cultural and national disparities in games in assignment	Ignore cultural and national disparities in games in assignment
Language Issues	Correctly solve language issues in game development assignment	Partially solve language issues in game development assignment	Incorrectly solve language issues in game development assignment	Acknowledge language issues in game development assignment	Ignore language issues in game development assignment
Technical Issues	Provide correct technical solutions to localization problems in assignment	Provide partially correct technical solutions to localization problems in assignment	Provide incorrect technical solutions to localization problems in assignment	Acknowledge the need for technical solutions to localization problems in assignment	Ignore technical solutions to localization problems in assignment
Economics	Correctly identify and solve economic issues in global marketing in assignment	Correctly identify economic issues in global marketing in assignment	Incorrectly identify and solve economic issues in global marketing in assignment	Acknowledge economic issues in global marketing in assignment	Ignore economic issues in global marketing in assignment

Acceptable Score: >= 16 Points

SGD 212 Global Awareness Rubric Results

Fall 2014

Student	Rubric Score
Student 1	16 Points
Student 2	16 Points
Student 3	18 Points
Student 4	16 Points
Student 5	17 Points
Student 6	16 Points
Student 7	17 Points
Student 8	19 Points
Student 9	18 Points
Student 10	16 Points
Student 11	20 Points
Student 12	17 Points
Student 13	20 Points
Student 14	17 Points
Student Average	17.4 Points

SGD 159 Global Awareness Rubric Results

Fall 2014

Student	Rubric Score
Student 1	17 Points
Student 2	16 Points
Student 3	16 Points
Student 4	16 Points
Student 5	17 Points
Student 6	19 Points
Student 7	16 Points
Student 8	20 Points
Student 9	17 Points
Student 10	20 Points
Student 11	17 Points
Student Average	17.4 Points

SGD 289 - SGD Project

Global Awareness Rubric Results

Max points - 36

Student 1	36
Student 2	33
Student 3	31
Student 4	30
Student 5	29
Student 6	28
Student 7	7

Category	5 (Excellent)	4 (Good)	3 (Fair)	2 (Poor)
Establish correct mathematical relationships	Correctly established mathematical relationships in program	Partially established mathematical relationships in program	Incorrectly established mathematical relationships in program	Attempted mathematical relationships in program
Apply correct algorithm logic	Algorithm logic is correct to solve program problem	Algorithm logic is partially correct to solve program problem	Algorithm logic is not correct to solve program problem	Algorithm exhibits vague logic
Uses integers and floating point numbers appropriately	Integers used for counting and floating points used for decimal calculations	Integers used for counting and floating points used for decimal calculations sometimes correctly	Integers used for counting and floating points used for decimal calculations incorrectly	Only one type of number used without regard to nature of calculation

Notes: **Projects in this curriculum are computer simulations. Computer simulations consist of a series of computer statements known as a program. The ability of a student to write an algorithm, convert it into a series of mathematical statements, and turn the result into a computer program demonstrates computer literacy and quantitative competence.**

Acceptable Score: >=12 Points

1 (Fail)

Ignored mathematical relationships
in program

No algorithm logic utilized

Numbers not used at all

**This rubric measures computer literacy by
evaluating program algorithms and by
testing program projects for consistent
logic and absence of errors.**

SGD 113 SGD Quantitative Rubric Results
Spring 2015

Student	Rubric Score (Points)
Student 1	13
Student 2	12
Student 3	13
Student 4	15
Student 5	14
Student 6	12
Student 7	15
Student 8	15
Student 9	13
Student 10	14
Student Average	13.6

SGD 113 SGD Quantitative Rubric Results
Fall 2014

Student	Rubric Score (Points)
Student 1	14
Student 2	12
Student 3	12
Student 4	13
Student 5	12
Student 6	13
Student 7	12
Student 8	14
Student 9	15
Student 10	12
Student 11	12
Student 12	12
Student 13	12
Student 14	12
Student Average	12.6

SGD

Quantitative Competencies

MAT140+ SGD 113 or Equivalent

Student 1	A	A
Student 2	C	C

Fayetteville Technical Community College

Academic Program Review

SIMULATION & GAME DEVELOPMENT

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Spring 2014
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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.

Note on this document: As a new program in academia that deals with a somewhat vaguely defined profession, I feel that that we have little relevant data to work with in many respects in preparing this report. Furthermore, having been involved in collecting graduate survey data, I propose that what data we do have can be misleading. Therefore, in this report, I have focused on future planning and the initiatives I have instituted in the last two years to stimulate growth in the SGD department. In some cases, I have used personal measurements I have taken as chair to try to gauge results (admittedly anecdotal in cases) because I am in the process of creating tangible metrics to better report results in future reviews.

The Simulation and Game Development Curriculum provides a broad background in simulation and game development with practical applications in creative arts, visual arts, audio/video technology, creative writing, modeling, design, programming and management.

Students will receive hands-on training in design, 3D modeling, software engineering, database administration and programming for the purpose of creating simulations and games.

Graduates should qualify for employment as designers, artists, animators, programmers, database administrators, testers, quality assurance analysts, engineers and administrators in the entertainment industry, the health care industry, engineering,

forensics, education, NASA and government agencies.

Within the strictures of the above, I am stressing rigorous instruction in the core technologies of 3D art and animation and simulation programming in such a manner that the graduates of the program will be able to tap into the full potential of these technologies to expand into a much broader spectrum of industries and endeavors than is currently envisioned. In simpler terms, we are striving to go beyond the word “game” in simulation and game development and introduce these emerging technologies into the mainstream of business, because I personally believe that there is a great unrecognized use for SGD technologies that I hope that our graduates will contribute to the business and the economy, thereby greatly broadening the employment potential in this field.

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 Simulation and Game Development program supports FTCC's mission because at its core it deals with new and still largely untapped 3D technologies used in virtual worlds, 3D models, and motion capture. While ostensibly training students for the simulation and game industries, we are focusing on gaming technologies that are/can be applied to many industries. In this way, SGD supports economic development in the Fayetteville and a globally competitive workforce.

Our program's mission, as I see it, is not only to prepare students for entry into the growing and lucrative simulation/game industry, but to challenge students to prepare the way to the future by utilizing the technologies created for games to enhance a broad spectrum of industries and to maintain the United States' technical arsenal well into this new century.

In terms, of FTCC's goals, we can identify the following:

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

Use critical thinking to analyze problems and make logical decisions is taught through game and simulation programming.

Demonstrate socialization skills that support cultural awareness and a global perspective is taught through the multicultural nature of modern game design.

Demonstrate quantitative competencies is taught through application of game and simulation programming..

Demonstrate computer literacy – students in SGD demonstrate computer literacy through artistic and creative modeling with 3D technologies.

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

At this time, there are no special requirements for this program, although in future, there are plans to introduce portfolio requirements similar to a traditional art program. Jobs in the simulation industries are obtained largely by the use of portfolios and other demonstrations of creativity and talent in lieu of the rigid certifications found in the IT areas.

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.

At present, SGD, being a new program in an emerging field, has no signed articulation agreements in place; however, I have been in negotiations with Fayetteville State University's Fine Arts Department to implement an agreement and pathway for SGD students concentrating in 3D Modeling/Digital Art to earn a Bachelor's degree. Also, I have my instructor, Laura Galvan, researching the possibilities of attaining an agreement with Campbell University.

Still on my agenda in this regard is the pursuit of an agreement that provides a pathway for students interested in SGD programming to earn a bachelor's degree. My goal is to have agreements with at least four universities, with a preference that at least one be non-local.

Also, I wish in future to establish relationships with the community colleges in adjacent counties such as Bladen, Roberson, and Richmond. My hope is that we may eventually be able to create 1+1 programs with these schools. I am also working with Rowan-Cabarrus Community College towards a similar end. As a preparation for this, I have been experimenting with an entirely online program for at least the first semester of SGD.

Addendum: Since I have started this review we have contacted/been contacted by ECU and the Living Arts College in Raleigh to negotiate further pathways to a bachelor's degree for our students.

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.

SGD has a partnership with Methodist University for the use of the virtual reality lab that their Environmental Science department maintains. Our students are engaged in developing components to enhance the lab and provide for it use a training tool for various Methodist programs.

Contact: Dr. Deborah Branson, Methodist University, (910) 630-7136

We have begun working with Douglas Byrd High School here in Cumberland County helping with their extracurricular program for girls in #D technologies. Right now, this consists of faculty and/or students volunteering time as mentors one Saturday per month. We hope to expand our work in this area shortly.

Contact: Yolanda Epps, Assistant Principal, Douglas Byrd High School, Phone: (910) 484-8121

We have also begun communications with the Information Technology Director for the Richmond County school secondary school system. We hope to provide support and encouragement that provide opportunities for Richmond County High School graduates to attend in FTCCs SGD program. Because Richmond County is outside of our jurisdiction, I am reaching out to Richmond Community College to form a partnership, so that we may provide this support within the strictures of the community college system.

Contact: Jeffries F. Epps, MCSE, Director of Informational Technology
Richmond County Schools, 118 Vance St., Hamlet, N.C. 28345, (910) 582-5860 x 1288

I hope to continue to develop relationships with K-12 in our county and region, including the training of K-12 personnel in SGD technologies as a means of better reaching out their students.

Also, I have initiated a program of SGD camps within our own Summerscapes program for the purpose of stimulating interest in SGD technologies among our K-12 student population.

Partnering with local business is also on the agenda as evidenced with the attempt we made to partner with Rick Perko and Immersion for the SGD motion capture lab. My primary goal here is to seek partnership in some form with Fort Bragg because I know that simulation is a large part of their mission, and I feel that there is some way that we can align what we do with the goals of the military.

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 SIMULATION AND GAME DEVELOPMENT (A25450) Effective: Fall 2014 Revised: 03/06/14					
Length: 5 Semesters					
Prerequisite: High School Diploma, Placement Test Equivalent					
Award: Associate in Applied Science					
FALL SEMESTER 1					
Prefix No.		Class	Lab	Work Exp.	Credit
	<i>Title</i>				
	ACA Elective	1	0	0	1
ENG111	Writing and Inquiry	3	0	0	3
SGD111	Introduction to SGD	2	3	0	3
SGD112	SGD Design I	2	3	0	3
SGD113	SGD Programming	2	3	0	3
SGD114	3D Modeling	2	3	0	3
	Totals	12	12	0	16
SPRING SEMESTER 1					
Prefix No.		Class	Lab	Work Exp.	Credit
	<i>Title</i>				
SGD116	Graphic Design Tools	2	2	0	3
SGD122	SG Database Programming	2	3	0	3
SGD162	SG 3D Animation	2	3	0	3
SGD164	SG Audio/Visual	2	3	0	3
SGD174	SG Level Design	2	3	0	3
	Totals	10	14	0	15
SUMMER SEMESTER 1					
Prefix No.		Class	Lab	Work Exp.	Credit
	<i>Title</i>				
COM231	Public Speaking	3	0	0	3
	Social/Behavioral Science Elective	3	0	0	3
	Totals	6	0	0	6
FALL SEMESTER 2					
Prefix No.		Class	Lab	Work Exp.	Credit
	<i>Title</i>				
SGD159	SGD Production Management	3	0	0	3
or					
SGD163	SG Documentation	2	3	0	3
SGD212	SGD Design II	2	3	0	3
SGD213	SGD Programming II	2	3	0	3
SGD214	3D Modeling II	2	3	0	3
	Math Elective	3	0	0	3
	Totals	17	9	0	21

SPRING SEMESTER 2		Totals	11	9	0	15
Prefix No.	Title	Class	Lab	Work Exp.	Credit	
SGD158	SG Business Management	3	0	0	3	
SGD289	SGD Project	2	3	0	3	
	Humanities/Fine Arts Elective	3	0	0	3	
	Major Elective	4	6	0	4	
		-----	-----	-----	-----	
	Totals	12	9	0	13	

TOTAL REQUIRED CREDITS.... 65

Work Based Learning Option: Qualified students may elect to take up to three (3) credit hours of Work Based Learning in lieu of a Major elective provided they acquire approval from the Co-op/Work Based Learning Coordinator and the Department Chairperson.

***Note:** Students **may not** take an introductory foreign language to fulfill the Humanities/Fine Arts requirement.

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

The students learning outcomes are:

A working knowledge of and practical experience with game/simulation design as evidenced by satisfactory completion of a capstone project constructing a game/simulation.

Skills and proficiency with 3D technologies such as modeling, animation, level design, etc. equal to those required by an entry-level employee in the industry as evidenced by the completion of a satisfactory portfolio.

Rudimentary understanding of computer programming as evidenced by satisfactory completion of SGD 113, SGD 122, and SGD 213.

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 curriculum remains relevant through constant reevaluation of course content, software and hardware upgrading, and professional development of faculty. This is guided by research, consultation with a network of education and industry professionals, and graduate feedback. As an emergent technology, SGD is on the cusp of change, and as such, is continually evolving as a curriculum. One of the failures in this program in the past has been not to align our curriculum correctly with the skill sets required by graduates in this program, leading to low employment levels. We have gone along way toward correcting this in the last academic year, and I feel that the Spring 2015 graduate will be by far the most prepared group that we have produced as yet in this program.

In addition, the curriculum has been modified to incorporate discussion of the current challenges in the business sector as a whole, and how these challenges affect the simulation and game industry as a profession. Also, a focus on entrepreneurship has been introduced in the wake of the indy movement that has marked this industry in recent years.

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?

Most of the work done in the past two years to ensure continued program currency has been done on an informal basis. On the academic side, I have personally met and/or toured the facilities of my community college peers in the central portions of the state. I have also interviewed game company personnel such as Steve Reid, Managing Director of Red Storm. Also, David Joyner maintains contacts with personnel at Epic, another big game production company in this state. David also is assigned to keep abreast of the latest in game engine and 3D technology. We are also in the process of purchasing state-of-the-art software and hardware that is currently used in the industry. I have also had informal contacts with the simulation personnel at Fort Bragg.

As for an advisory committee, the one in place was woefully inadequate because it contained no professionals remotely related to this industry. I am in the process of putting together a new advisory board of game industry and 3D technology professionals.

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?

When I took over SGD in February 2012, it was suffering greatly from the fact that it was a department without any assigned faculty. As such, the curriculum per force relied on too many non-SGD courses and instructors. This does not work for SGD because SGD is not only a highly specialized curriculum, it is also attached to a division of Information Technology programs when it itself is not an IT program at all. Therefore, I implemented an agenda for positive growth whose first phase was curriculum improvement.

The procedure by which I implemented change was as follows:

- Careful review of other major NCCCS SGD programs, including those of Wake Tech, CPCC, Sandhills, Wayne, and Western Piedmont.
- Interviews with SGD chairs of the above mentioned schools.
- Discussions with game company leaders in our state, and also with simulation specialists at Fort Bragg
- Research of potential jobs for our students
- Analysis of the “black holes” of necessary skills in the then current curriculum

As a result of this careful research, I came to the following conclusions:

- All, non-SGD courses with the exception General Education were in appropriate to the curriculum.
- New SGD courses, in texturing, database programming, mobile programming, 3D modeling were introduced
- Existing but dormant SGD electives became requirements

The purpose of these changes was

- To provide a consistent progression of knowledge for students culminating in their ability to produce viable games in their Capstone Project course
- To align our program with those others active in NCCCS to provide easy transferability
- To be in a position to form partnerships with other system schools to possibly establish One plus One programs and the like

In this past school year, when the changes came into effect, I feel we have improved the program greatly, as demonstrated by the fact that this year’s freshmen are routinely performing tasks and exhibiting skills that the current sophomores do not possess because the courses that taught such skills were not available to such sophomores. It is my fervent hope that this will lead to more competitive job placement for students in coming years as compared to previous years.

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

Most of the curriculum changes on my agenda for SGD have been instituted, and I am now in the refinement stage. The two refinements currently on the agenda are

1. To introduce motion capture into the required curriculum as a result our purchasing of the required technologies.
2. To introduce mandatory portfolio development into the curriculum, as facilitated by the approval of a portfolio course into the state CCL, and to spread such portfolio development throughout the course of the program. (Portfolios are of vital importance to job-seekers in this field, as in any art-related field.

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

No formal committee at present, but the department is in the process of forming one. The criteria that I am using to select board members are based on industry credentials and leadership of 3D technology-based companies. I am eschewing academia for the advisory committee because I believe the purpose of the committee is to obtain advice from the employers of our graduates and future graduates so that we may better mold their education to meet these employers' needs and desires. I am particularly interested in obtaining advice from industry entrepreneurs because the simulation/game industry is more than ever dependent on entrepreneurial ventures for sustained growth.

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.

Not applicable at this time.

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.

Not applicable at this time.

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. (Sections offered and that were not canceled for low enrollment can be obtained by contacting either the Director of Institutional Effectiveness (8-8535) or from the Office of Curriculum Data Management (8-8218).

Simulation and Game Development Core Courses Offered by Term

	2010SP	2010SU	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
SGD-111	2	***	3		***	3	*	***	3	*	***	3
SGD-112	2	***	3		***	3	*	***	3	*	***	1
SGD-113	2	***	1	3	***	*	2	***	*	1	***	3
SGD-114	1	***	2	3	***	1	3	***	1	2	***	1
SGD-158	**	***	**	1	***	*****	1	***	*****	1	***	*****
SGD-163	*	***	*	*	***	1	*	***	1	*	***	1
SGD-164	*	***	*	*	***	1	*	***	1	*	***	1
SGD-172	1	***	1	****	***	****	1	***	****	****	***	****
SGD-174	1	***	*	1	***	*	1	***	*	1	***	*
SGD-181	**	***	**	**	***	**	**	***	**	1	***	*
SGD-212	1	***	*	1	***	*	1	***	*	1	***	*
SGD-214	1	***	*	1	***	*	*	***	*	1	***	*
SGD-274	****	***	1	****	***	****	****	***	1	****	***	1
SGD-289	**	***	**	1	*****	*****	1	***	*****	1	***	*****

*Core course not offered.

**Core course not yet added to program.

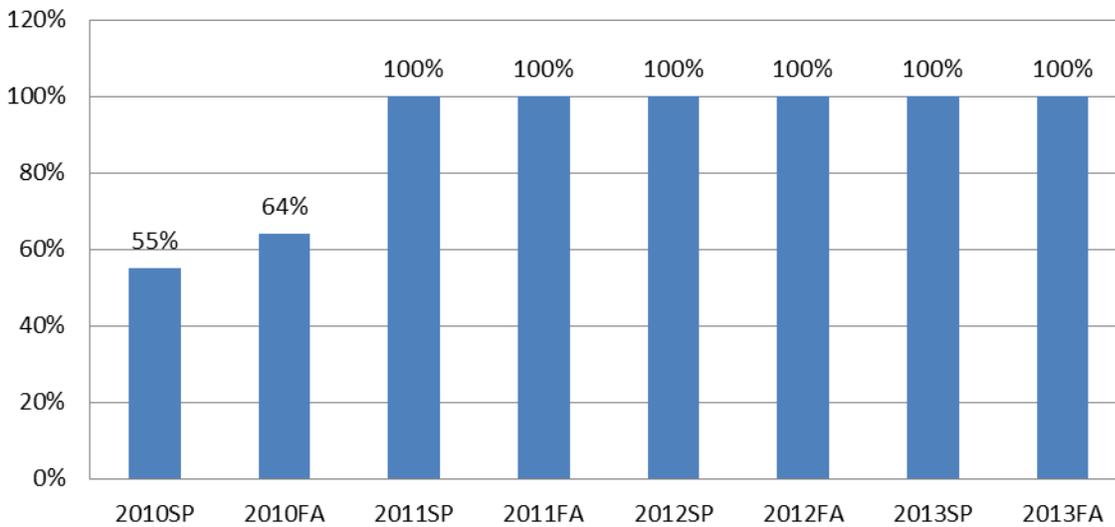
***Core course not offered during the Summer semester.

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

*****Core course only offered during the Spring term.

*****Program began in 2010.

Percentage of Simulation and Game Development Core Courses Taught by Full-Time Faculty (Spring 2010-Fall 2013)



Based in the chart above, 55% of classes were taught by fill time faculty during the spring of 2010, while 64% of them were taught in the fall of that same year. Since spring of 2011, all classes have taught by full time instructors.

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

The criteria used to determine faculty qualification are education and experience with specific technologies. Because the field is relatively new, established norms for employment are somewhat absent; however, because of its artistic nature, I personally choose faculty for the program not only for specific skills with 3D technology, but also for creativity in the use of said technology. In addition, I feel that is important that all faculty who teach for the department support its mission.

In addition, due to the relatively limited size of the student cohort, I feel that the department should support students in a more individualistic manner than large departments. To this end, I feel that faculty need have some understanding of the sociology of the gaming and arts community, and in gross terms, “relate” to the students through games, music, and other cultural elements. This is necessary because the nature of the gaming community is such that education and socialization are intimately intermixed.

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).

Yes, all faculty are appropriately credentialed for specific roles in the SGD program. Each member is assigned courses within a speciality.

The faculty are:

Stephen W. Umland, Department Chair – Community College teacher for seventeen years, SGD teacher for four years; Masters in Mechanical Engineering, specializes in teaching design principles (for games and technology in general), simulation programming, and SGD business concepts. Experience as an engineer, a board game designer, a small business owner in game retailing.

David Joyner, SGD Instructor – rookie teacher, Bachelors in Animation and Digital Arts, specializes in animation, digital graphics, 3D modeling, and game art. Experience in game and film industry through internship. Age and experience aligns well with that of our students, such that his insight into the challenges that they face is very useful.

Doctor Willie Lockett, CIT Instructor – PHD, specializes in audio, audio software, and effects. Experience as band leader and musician and as A/V person provides students with access to additional knowledge useful in a game industry that is overlapping with the film and animation industries.

Laura Galvan, CIT Instructor – long service with FTCC; long experience with programming.

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

All faculty are formally evaluated by appropriate chair annually, and informally by department chair on a regular basis. All evaluations are current because they have been completed coincident with the writing of this document.

The general findings are positive, and the faculty in this program are providing better services to the students in this academic year than in any previous year. We are not perfect of course, but I have assembled a small group of faculty with dedication and a love for what they teach. Faculty with a negative attitude or lack of knowledge or general lethargy have been winnowed out of the program.

Faculty divisional hours have been focused on providing lab time and additional one-on-one instruction for program students, and I believe

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 participation in professional development includes; (1) Conferences, (2) Faculty development classes and, (3) Supplemental training in technology classes offered on campus. Along with the demand for quality professional development faculty members will have the need to be accountable. Professional development programs must be assessed to document their value to the school organization, individual educator, and ultimately the students. To ensure the effectiveness of each professional development effort. The development of the evaluation strategy should commence at the beginning of the planning process for each professional development program. Members of an evaluation team are chosen and charged with the responsibility for evaluating each program. As a preliminary step, evaluators determine the purposes of the evaluation.

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.

David Joyner have spent a great deal of time with the latest software offerings for both 2D and 3D asset creation. Autodesk Maya, Mudbox, 3ds Max, and Motion Builder provide industry leading platforms for the creations of modeled, textured, and animated assets. This coupled with the school/s new Motion Capture Studio means that students can learn pipelines to create realistic 3D works quickly and easily, allowing them to work at a professional level.

David Joyner have also been researching virtual reality headsets such as the Oculus Rift and Sony's Project Morpheus – two devices that are poised to change the way we interact with the digital world. Having an understanding of this technology and creating virtual environments and settings for use with the headsets will provide valuable experience that few have in this emerging market.

David Joyner have also done research into other uses for 3D assets, such as 3D printing. 3D printers are becoming more affordable every day, and 3D printing is becoming a sensational new way to bring product into the home. Skills to create models suitable for printing is a very in demand skill as well.

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.

This program primarily uses dedicated computer labs that run high-end, highly specialized software such that provided by Adobe and Autodesk. In addition, the program utilizes cutting edge game engines such as Unity and Unreal. This software is supported by such hardware as graphic tablets, 3D printers, etc.

The most specialized space we are in the process of constructing is the Motion Capture lab. This is a highly specific technology that captures human motion and projects onto characters in virtual worlds.

The other specialized space that we employ is Methodist University's VR lab, which through the use of VR headsets and special effects places users inside (completely surrounded by) of a virtual world.

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.

With the expenditures of this year (Motion Capture, Unity), yes. The program is finally obtaining the technologies it requires. For a small program, we are now going to be more than adequately equipped to compete with larger programs. The only large limitation we now have is the absence of mobile devices such as Android tablets which are now one of the major platforms for game development.

As for spaces, our only concern at this time is the sharing of the space for the motion capture lab due to the incongruous duties and obligations of the SGD department and media services.

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.

The library has a number of books and articles related to simulation and gaming available through the online site.
Information technology division helps supply human resources to cover existing classes. 3DS max and python have been loaded onto seven machines in the open lab (programming labs area) for student's use after class times.

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

The support services listed in (c) above are necessary in meeting the curriculum's minimum objectives. The software is complex, and few people are trained in its use. This provides a limited pool of available talent to help students with their understanding and application.

In order to improve support services, the computers in the open lab need to be upgraded to classroom standards in terms of both hardware and software.

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?

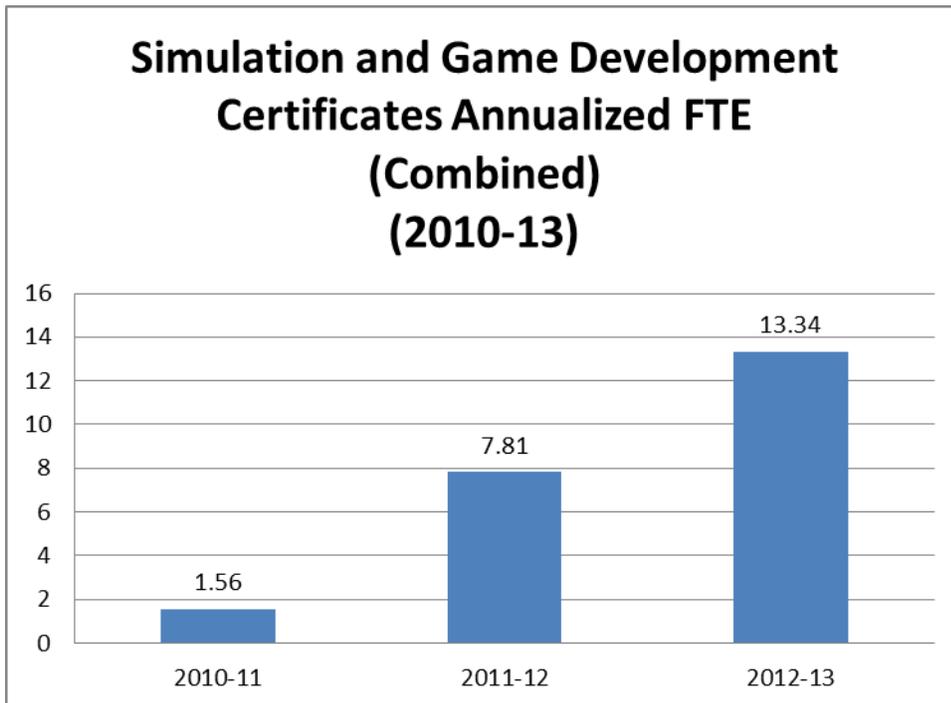
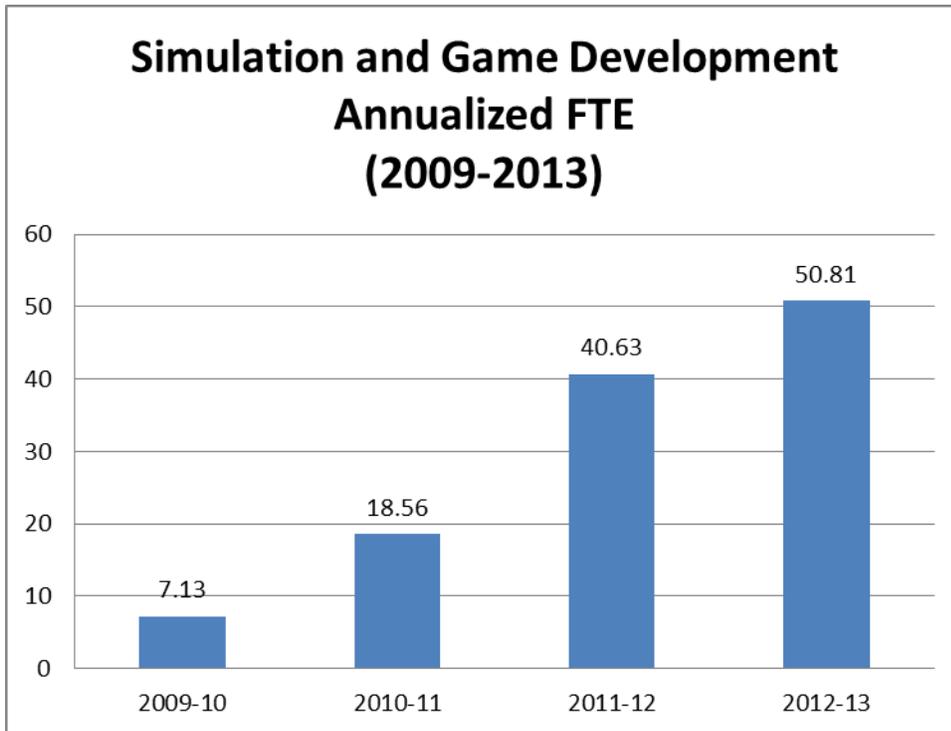
Inadequate computers have partially been replaced. Further replacement will be necessary in the next three years. The department will need minor upgrades in technology such as Android tablets, Wacoms, VR headsets, etc.

With this year's growth in students, we are at the limits of our faculty's available teaching hours. I am developing CIT instructors to partially alleviate this situation. If the program doubles its cohort in the next three years, we will need another full-time specialist faculty member.

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

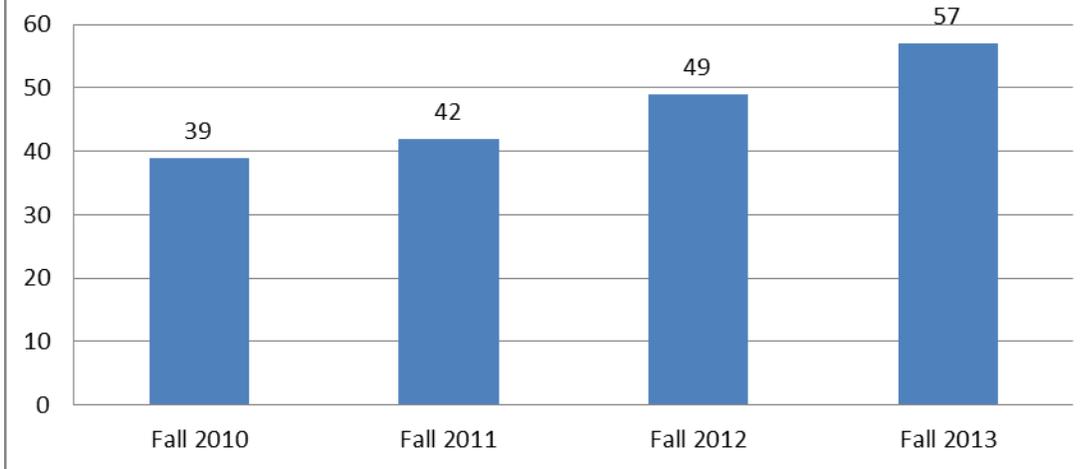
The department chair has worked with Wendy Hustwit on a number of issues involving funding various student endeavors. These activities include attempts to provide student support for working with the Methodist VR lab, the development of an incubator, and the sponsoring of student William Smith in his attempt to gain an Innovation grant.

X-3.5 Enrollment, Recruitment, and Outcomes Assessment



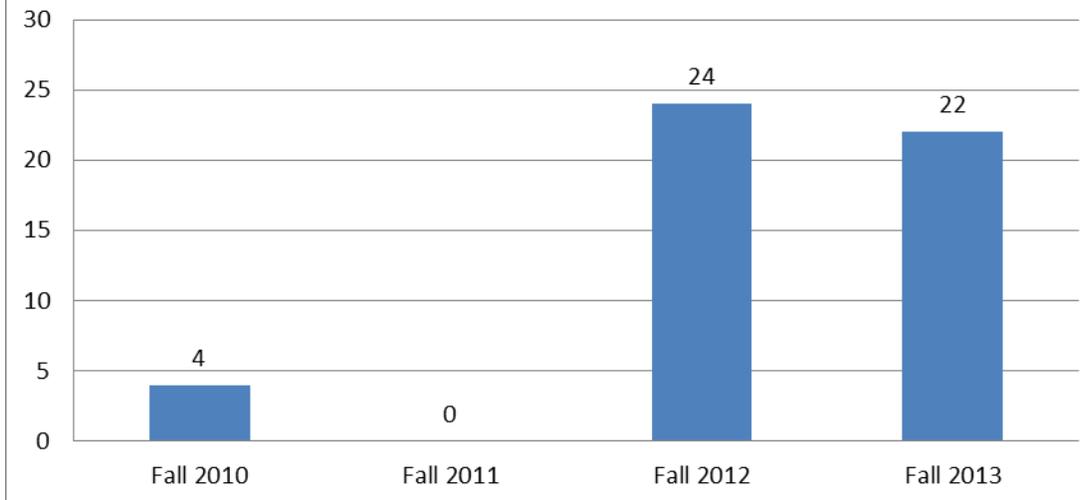
*NCCCS does not list certificates separately for analysis if under a parent Associate Degree; only cumulative totals are provided.

Simulation and Game Development Enrollment by Fall Term (2010-2013)



*NCCCS did not have Fall 2009 data

Simulation and Game Development Certificates (Combined) Enrollment by Fall Term (2010-13)



*NCCCS does not list certificates separately for analysis if under a parent Associate Degree; only cumulative totals are provided; no data for Fall 2009 was available at NCCCS.

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?

The number of FTE generated by courses in the program for the past three years has increased by 50% between 2011 and 2013. The specific causes for upward trend are contributed to increase recruiting, improved retention efforts, and better enrollment.

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?

Direct competitors to the program would include the Animation program at the Living Arts College, and online animation degrees through schools such as Animation Mentor, SCAD, and Academy of Art University.

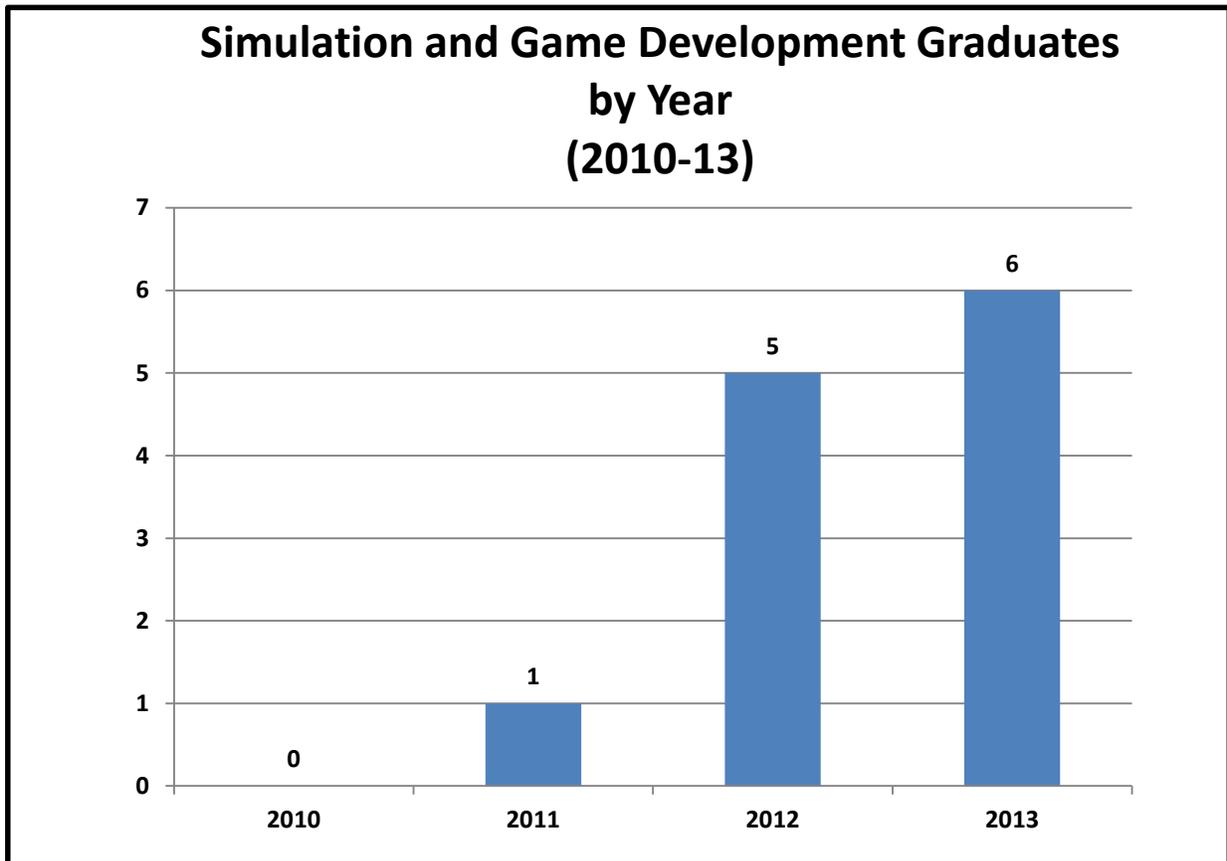
The largest advantage our program has over these competitors is cost. Not only is it more affordable because the program is at a Community College, but the only other options for a similar program will cost, at minimum, 10 times as much for the same degree. Not to mention, unless students are planning on traveling some distance for school at another Community College, their only options for a program dedicated to creating 3D works for media are from for-profit institutions, which recently have come under a lot of fire from prospective students and former graduates.

Our program has instructors who are passionate not only about their craft, but about imparting their knowledge on said craft unto others.

Not to mention, we are one of the few (if not only) schools in the state that utilizes a full motion capture studio on campus, where students can learn how to create and manipulate realistic human animation for production. This skill is invaluable in the industry today and really helps us to stand out.

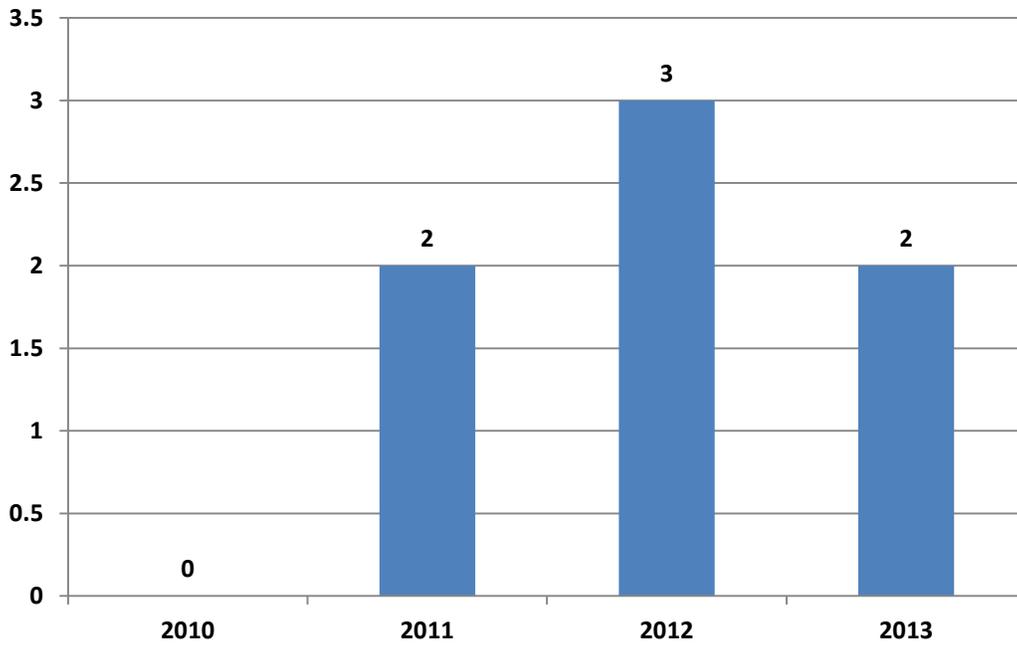
We have partnerships with multiple local high schools where we work with students and give them an introduction to some of the technologies we would like to utilize in the program. Douglas Byrd High School's 3Degrees program, for example, meets once a month to educate teenage girls on the 3D industry and teach them how they can build a successful career within it.

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



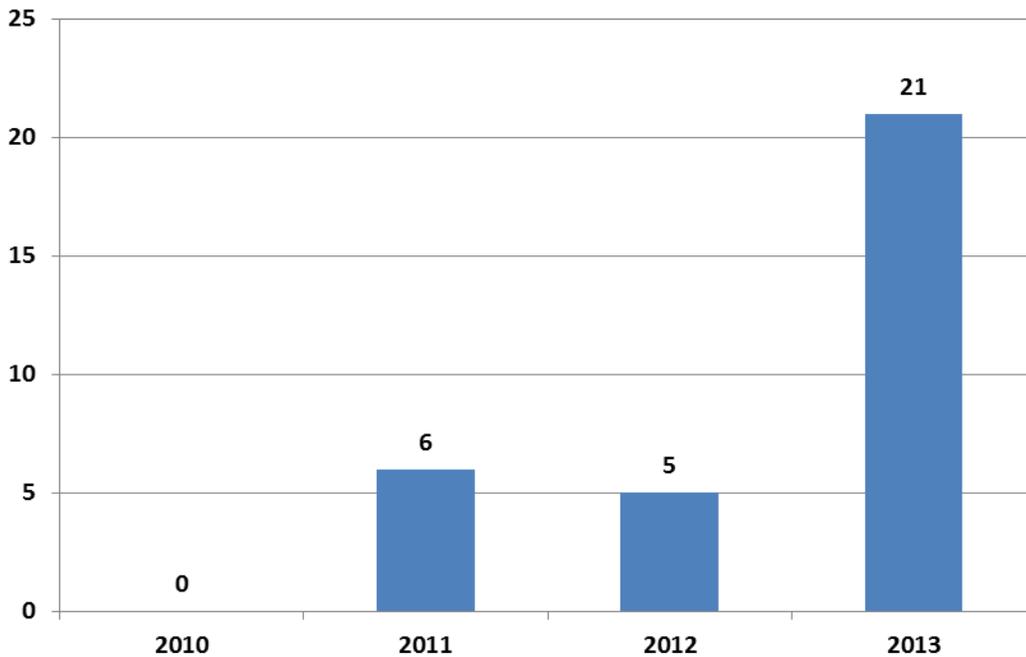
*Program did not begin until 2010.

Simulation and Game Interactive 3D Graduates by Year (2010-13)



*Program did not begin until 2010.

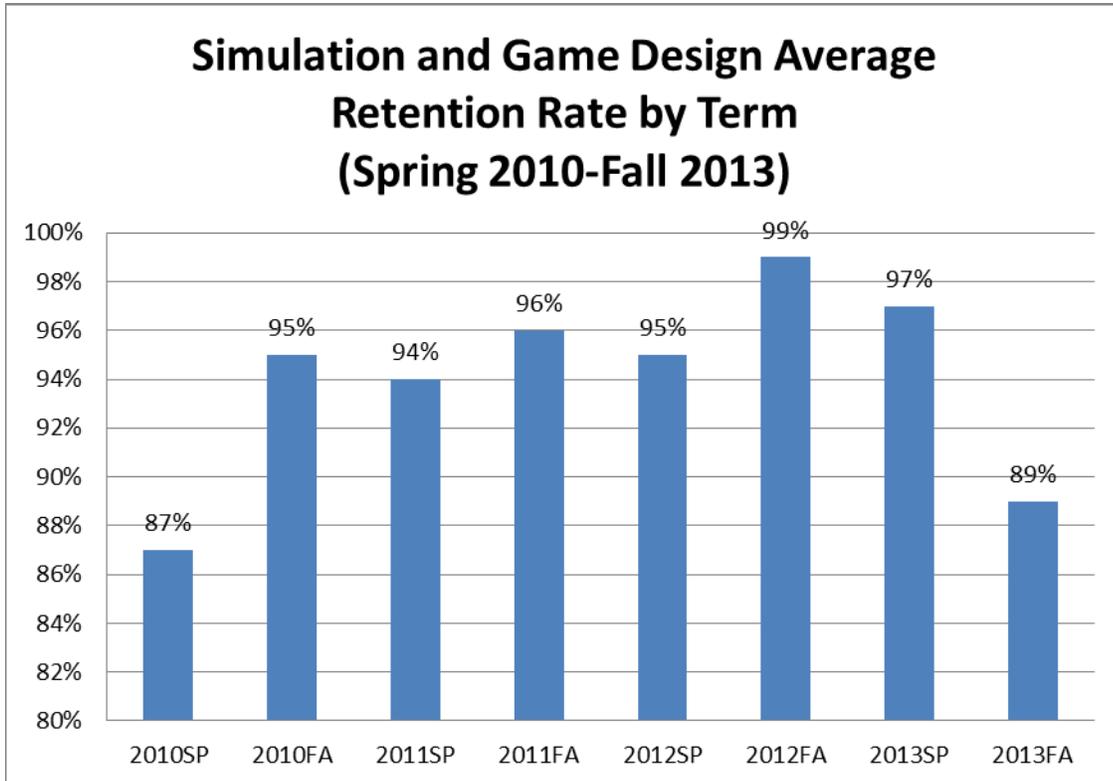
Simulation and Game Development/SGD Basic Graduates (2010-13)



*Program did not begin until 2010.

The number of students who graduated with a major or minor from the program in the past three years have increased from 0 in 2010 up to 21 students in 2013 for game development. Additionally, the students for SGD basic increased from 0 in 2010 up to 32 for 2013. 3D students increased from 2 to 3 from 2011 to 2012; however, they decreased in 2013, resulting in a total of 7 students during 2011-2012.

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



*There were no SGD Core Courses Taught During the Summer Semester.

Retention by Instructor per Term for Simulation and Game Development

	2010SP	2010FA	2011SP	2011FA	2012SP	2012FA	2013SP	2013FA
Lockett, Willie	**	**	**	**	*	100%	*	100%
Umland, Stephen W.	**	89%	98%	97%	92%	99%	95%	83%
Galvan, Laura L.	*	*	*	*	*	*	*	90%
Joyner, David O.	**	**	**	**	**	**	**	91%
Kleiner, Kenneth R.	86%	99%	90%	100%	94%	100%	100%	*
Pulsipher, Lewis E.	91%	***	***	***	***	***	***	***
Cameron, Anthony	100%	*	*	*	*	*	*	*
Kallmeyer, Robert W.	77%	98%	94%	95%	100%	100%	100%	***
Black, James A.	*	*	*	81%	***	***	***	***
Whatley, Samuel T.	**	**	**	**	**	96%	*	*

*Did not teach SGD Core Course

**Not yet hired

***Terminated employment

****No SGD Core Courses were taught during the Summer semester.

The program has a retention plan. Our retention efforts include; (1) Referring students to the Success Center, (2) Identifying students needing or assistance with classes and providing help labs, (3) Monitoring students and developing plans with the student to decrease problems with retention. 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 with faculty mentoring and improved student enrollment to the success center. Additionally, face-2-face mentoring efforts are made to capitalize on the successes of those instructors with a retention rate higher than the Program retention rate. During faculty meetings, this department shares techniques and ideas to improve retention.

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

The program does not currently lead to important certification or licensure. Although available, such items are not currently valued by employers in this industry.

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.

A video game graduate can work in many jobs to include employment in the quality assurance role in the overall game development process. According to the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Quarterly, entry-level work game development jobs can be hard to come by in large studios, but video game developers jobs can also be found in small studios where mobile and social media games are created. Additionally, video design degree can give graduates you a leg up. Game design training can certainly help propel graduates into the video game profession. A game design degree can prepare students to become a video game tester, game programmer with skills needed in a collaborative environment such as the Government, and Independent shops.

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.

As students near their completion of the program, they complete a portfolio class (approved at the state level and to incorporated in the 2015-16 school year) where they are able to build a demo reel or visual portfolio that plays to their strengths. Twice during that semester, they will need to present the current state of their portfolio to a board comprised of their instructors and possibly outside parties. From this meeting, the board will discuss with each student individually the positives and negatives of their portfolio, and then changes they need to make before it is ready for display.

Since they are attempting to master a visual craft, they will need to be able to communicate their abilities through their work without additional explanation. We will teach them to do that effectively.

Students will also complete a capstone project in which they create an animated piece in a group setting, teaching them valuable skills in teamwork.

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.

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.

Current 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 include feedback from returning students. Additionally, social media provides information and success stories of former students. Currently, the data collected by the program is small since the program is less than 5 years old. The data collected from alumnae, employers, and other relevant groups is used to improve lesson material since it relates to issues such as learning outcomes, employability, and preparation for life after college.

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).

Results were used to determine omissions in the curriculum and topics inadequately taught. Curriculum courses were added and/or modified as a result. Software was upgraded to that currently used by potential employers. Student skill sets are being honed to reflect the results of surveying potential employers.

X-3.7 Appraisal and Direction for the Future

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

I would like to see at least seventy-five new students per school year in the next three years, and would like at least two hundred students enrolled in the program overall. This represents a more than doubling of current student enrollment and is ambitious; however, it is possible with the initiatives I am espousing.

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?

All these opportunities exist and are being exploited. Active recruiting in regional K-12 schools should increase enrollment. New concentrations in DME using the technologies of gaming but going beyond the gaming industry will build a more diverse student cohort. Online courses in partnership with smaller community colleges leading to 1+1 programs are possible. Job-placement support remains a big issue, but improvement is possible through faculty liaison with industry professionals and Fort Bragg personnel.

If the program does expand significantly, the limiting factors will be faculty and dedicated SGD labs; therefore, a third department member will become necessary, and a third properly outfitted lab will be needed. (VCC213 is available for this purpose but will need computer upgrades)

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?

I believe the health and vitality of the program are at an all-time high. The program was initiated with good intentions five years ago, but it hit a doldrums after three years due in part to neglect and a lack of innovation. Since I have become chair, I have followed my agenda for change and have succeeded improving the curriculum and the faculty measurably. Our strengths today are the knowledge of David Joyner in animation and 3D technologies, the acquisition of industry-respected software and hardware, and my initiative willingness explore every opportunity to better the program.

The untapped opportunities, as I see them, are expanding the program beyond the gaming industry, and proliferating the use of the technologies that we teach and thus expanding the job base for our students in Fayetteville.

I am optimistic about the future because SGD is still in its infancy and industry and society has only just begun to appreciate the uses for technologies developed for games. I believe that FTCC and our students can play a vital role in introducing these technologies to the economy of Fayetteville.

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.

I have been addressing the deficiencies in the program over the last two years, particularly the previous inadequacies in our 3D courses, and have measured improvements in constituency satisfaction and student skill sets upon graduation. I expect this trend to continue into the current school year.

I believe the biggest threat to the program is the highly competitive nature of the game industry and the fact that the program trains students for primarily one industry. Coupled with the limited availability of jobs in the Fayetteville area, these facts deter many students from enrolling in the program due to the perceived risk of failing to attain employment. To combat this, I propose the broadening of our focus to include the application of 3D technologies to other industries and endeavors, thereby attracting new students and broadening the base for potential employment after graduation.

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 use the initiatives proposed in this review to carry out the improvements necessary to make this program competitive. Increased efforts will be made to improve the job market for students obtaining this degree, and to provide continued educational opportunities for students at four year universities. We are trying in earnest to improve the legitimacy of this field as a pursuit of study by promoting the technologies involved to others outside the gaming industry and community.

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

The first results of the initiatives I began in 2012 have manifested themselves in the current school year, and the entire process could take another two to three years to complete. At this point, we will know if the outcome will lead to sustainable growth or to a relative ceiling to program growth.

G. Please provide any long term major resource planning.

In the long term, computer hardware and software will need continued upgrading and the department must respond to such new technologies as are introduced into the simulation/game industry. Additional faculty may become required, and it may be prudent to attempt to develop faculty internally and locally by identifying graduates of the program as possible future instructors.

H. Conclusions.

I have worked hard in the last three years to transform the SGD department into a more viable competitor for students and resources at Fayetteville Technical Community College as well in the state education system as a whole. In this respect, I think that I have been largely successful, but the ultimate test of the program's viability will be the ability of our graduates to seek meaningful employment within the field and within the community because this more than anything else will sustain the program.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>CC - Continued community facilitation for PFHE group and workshops 74 groups</p> <p>CC - Continued implantation of weekly individualized advisement sessions and monthly group facilitation of C-STEP cohorts for academic success of group 964</p> <p>CC - Completed 122 career assessments (individuals & groups) (Student Services)</p> <p>Technical Innovations and Applications offered professional development webinars, tutorials, and workshops on the following topics:</p> <ul style="list-style-type: none"> Retention Center Grade Center ADA Compliance Apps for Education Assessing Learners Communicating and Collaborating Understanding and Building Your Course Gamification for Student Engagement <p>(Technology)</p>
1.13 Promote use of the research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at other Colleges that could be replicated at FTCC. (1-6)	College and Career Readiness participated in the Performance Summit, including use of EMSI studies, Career Coach, Job Analyst and Economic Development

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Strategies

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

FASVS has provided the following:

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

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

(Public Safety and Security)

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

(Public Safety and Security)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>2.12 Conduct annual surveys of faculty, staff, and students to provide data related to the College climate and customer service/support. (4)</p>	<p>Conducted evaluations on courses, instructors, and staff members, responding to needs within a 24-hour period. Conducted annual surveys to all Small Business Center clients and attendees. Professional development courses were created and delivered to educate employees on quality customer services standards and expectations. (Continuing Education)</p> <p>The College and Career Readiness Assessment Center uses survey results to assess and evaluate the customer service level provided by the center. CCR administered a survey to the student body asking their opinions of the programs and services and asked for improvement suggestions. (Continuing Education)</p> <p>The Institutional Effectiveness Department administered the Faculty/Staff/Student Survey, tabulated the results, and delivered customer service outcomes to FTCC senior administration for review. (Human Resources/Institutional Effectiveness)</p> <p>The Print Shop conducted its own survey and showed a 99.6% satisfaction rate. (Print Shop)</p> <p>Annual surveys were conducted of faculty, staff and students to measure satisfaction with the FTCC Public Safety and Security Department with a combined positive</p>

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>how to register DMA/DMS students. (Curriculum)</p> <p>Provided workshops and training for all faculty on changes to the course articulation agreement affecting the AS and A degrees. (Curriculum)</p> <p>Offered several professional development sessions on various forms of quality customer service. All were well attended. (Human Resources/Institutional Effectiveness)</p> <p>Media Staff provides SmartBoard and Camera Capture classes as professional development opportunities for instructors. (Technology)</p>
<p>2.14 Continue to refine two FTCC website portals. One website will be focused to students, ensuring it remains user-friendly and focused to student needs while the other website will be focused to internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State, and Federal legislation requirements. (1, 3)</p>	<p>College and Career Readiness revised the FTCC and the CCR website, Facebook website and all other social media mediums. Online forms were updated. (Continuing Education)</p> <p>Departments are in the process of completing their departmental websites. (Curriculum)</p> <p>Work is on-going to ensure ADA compliance. (Curriculum)</p> <p>Updated and maintained the Gainful Employment website, pursuant to the Gainful Employment Amendment of the Higher Education Act. (Human Resources/Institutional Effectiveness)</p>

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

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

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

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>2.15 Promote equal employment opportunities in all aspects of the hiring process. Ensure one DDI targeted selection STAR criteria evaluates customer service orientation of all prospective candidates. (2, 3, 5)</p>	<p>Conducted equal employment opportunities in hiring process using DDI targeted process. Ensured customer service questions are asked to all potential candidates during the interview process. (Continuing Education)</p> <p>DDI is being utilized with all hiring procedures. (Curriculum)</p> <p>Attended the FTCC class “DDI – Targeted Selection Interviewing” in Aug. 2014. (Economic Development)</p> <p>Monitor DDI hiring packets to assure completeness and consistency to promote fairness and equity in hiring processes. (Human Resources/Institutional Effectiveness)</p> <p>The Equal Employment Opportunity statement is visible on all employment ads. The FTCC Interview Guide is revised as processes and procedures change to maintain currency. (Human Resources/Institutional Effectiveness)</p>
<p>2.16 Include quality customer service and support as a measured item on annual performance appraisals. (5)</p>	<p>Conducted annual employee performance appraisals to identify quality customer service and support. All appraisals were verified that at least one customer service item was measured during the appraisal process. (All College Divisions)</p>

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>2.17 Provide adequate training to employees to ensure the Continuity of Operations (Safety) and Emergency Preparedness Plan can be implemented quickly and accurately in times of emergency. (2)</p>	<p>Upgraded radios to communicate with other departments. (Plant Operations)</p> <p>Fire exit diagrams are in place. (Plant Operations)</p> <p>Lighting and occupancy sensors have been installed. (Plant Operations)</p> <p>Lighting upgrades in some classrooms. (Plant Operations)</p> <p>We discuss COOP and EPP at every monthly meeting. (Print Shop)</p> <p>Emergency Operations Response training is conducted with all Public Safety and Security staff to ensure effective response during times of emergency. (Public Safety & Security)</p> <p>Conducted six (6) professional development classes for faculty and staff on the FTCC Emergency Response Operations Plan and conducted active shooter training to best prepare employees to effectively respond during an emergency situation. (Public Safety & Security)</p>

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Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>3.1 Submit accurate budget decision packages in a timely manner to support division operations and support an institutional goal related to the request for funding. Initial decision packages will be submitted annual in May. (1-6)</p>	<p>Budget decision packets were received timely from division areas. Some areas were granted additional time but since the budget was not passed by the Legislature, this did not delay the budgeting process. (Business/Finance)</p> <p>Submitted all equipment requests by the requested deadline. Budget decision packages are submitted to meet the needs of instruction/classroom/students. (Continuing Education)</p> <p>Submitted all equipment and expansion position requests by the requested deadline. (Curriculum)</p> <p>Budget decision packages were submitted prior to deadline requesting an increase with supply funding along with the purchase of a new, color, networkable printer for Institutional Effectiveness. (Human Resources/Institutional Effectiveness)</p> <p>Submitted Decision Packages to project financial needs for the upcoming fiscal year to include DDI Targeted Selection training materials. (Human Resources/Institutional Effectiveness)</p> <p>Decision packages were prepared based on projected needs within HR and IE for 2015/2016 FY. (Human Resources/Institutional Effectiveness)</p>

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

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

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

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

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2014-2015 End of Year Report**

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
	<p>Director of MIS is constantly monitoring IT comparable jobs and is an advocate for comparable salaries for MIS staff. (Technology)</p>
<p>3.5 Communicate with all levels of the College to stay abreast of the future needs of the community and forecast future funding needed to meet these needs. (1-6)</p>	<p>Met with leaders of the college to discuss funding needs throughout the year. (Business/Finance)</p> <p>Communicated with Continuing Education senior accounts technician and Finance Office reference future needs (instructors, supplies, equipment, facilities). (Continuing Education)</p> <p>Provided equipment requests within the requested time period. (Continuing Education)</p> <p>Provided grant writer with referral and point of contact for partnerships and resource development of the North Carolina Space Grant. (Economic Development)</p> <p>Coordinated as necessary to project future construction/renovation and budget the needs. (Plant Operations)</p> <p>MIS department continues to foster a working relationship with colleagues to ensure that IT needs are addressed in the early stages of any project. MIS also monitors and addresses changing IT needs of the College. (Technology)</p>

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

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

**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)

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

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

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

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

Strategies	Accomplishments (July 1, 2014-June 30, 2015)
<p>4.1 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)</p>	<p>Provided a Credit for Prior Learning plan to allow CE students to receive credit for CU classes based on completion and passing of eight industry certification exams. (Continuing Education)</p> <p>CE partners with Curriculum to provide training for students (DDS, WorkFirst clients—ABC's of Child Care/Credentials). (Continuing Education)</p> <p>College and Career Readiness has created career pathways (PHCAST) with occupational continuing education programs. (Continuing Education)</p> <p>Science courses are in the process of being re-organized to better align with the needs of students entering the allied health programs. (Curriculum)</p> <p>Based on feedback from local and state organizations (needs assessment), a need for Global Logistics and Distribution Management, Gunsmithing, and an Associates in Engineering were determined. State approved programs to be implemented in Fall 2015. (Curriculum)</p>
<p>4.2 Expand student use of Career Coach and Internship.com during the admissions, registration, and advising processes. (1)</p>	<p>Offered a professional development opportunity for staff and faculty regarding the use of Career Coach entitled, "What Is Career Coach?" The session provided faculty and staff with knowledge of Career Coach so that they could better relay the use of Career Coach to students during the admissions, registration and faculty advising processes. (Human Resources/Institutional Effectiveness)</p>

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

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

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

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

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

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

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

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

Fayetteville Technical Community College

STRATEGIC PLAN 2015-2020



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

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



FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

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

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

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

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

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

Sincerely,

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

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

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

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

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

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

Strategies:

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

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

Institutional Goal: 2 Establish a culture of quality customer service

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

Strategies:

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

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

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

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

Strategies:

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

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

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

Strategies:

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

Approved FTCC Board of Trustees on September 21, 2015