

Fayetteville Technical Community College

Detailed Assessment Report 2015-2016 Academic Placement and Assessment *As of: 8/01/2016 01:10 PM EST*

Mission / Purpose

It is our mission to offer courteous service to our students, faculty, staff and community. The Academic Placement and Assessment Office is primarily responsible for supporting academic programs through the administration of the ACCUPLACER assessment (or other North Carolina Community College System approved assessments) and transcript evaluation.

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

O/O 1: No Show Testers

Prospective and current students make reservations for ACCUPLACER appointments but fail to show up or reschedule thus creating no shows.

Relevant Associations:

Institutional Goals Associations

- 2 Establish a culture of quality customer service.

Strategic Objectives Associations

FTCC

- 20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.

Related Measures

M 1: Reduce No Show Testers

Who and What: The testing staff will place reminder phone calls 24 hours before the scheduled appointment.

Why: Many first time college students are required to take the ACCUPLACER assessment. Often times students fail to show for appointments resulting in delaying their college education or never attending college for various reasons.

How: The testing staff will place reminder phone calls for scheduled appointments in an attempt to get prospective Spring 2016 applicants tested by January 8, 2016. A spreadsheet will be created that will be used as a recruitment tool that will identify names, student identification number, how many no show attempts, phone numbers, and email addresses and reason for no show. Staff will communicate with the student by taking the following steps in an effort to prevent no shows a) appointment reminder b) follow-up phone call c) email

When: Data will be collected daily and entered in the spreadsheet each Friday.

Source of Evidence: Efficiency

Target:

There are no penalties for students who repeatedly reserve ACCUPLACER appointments but fail to cancel or appear for the assessment. It is anticipated once the reminder call is placed, students will become apprehensive to show for their testing appointment, thus creating a decrease in no shows. At least 75% of first time testers who schedule will test upon receiving appointment reminder.

Reporting Finding (2015-2016) - Target: Met

First time testers were tracked and reminded of their scheduled appointment for the placement test. There were 346 testers who scheduled appointments during Fall II 2015. Out of 368 there were 268 who tested resulted in 77.4% first time testers.

Connected Document

[Reminder Calls](#)

O/O 2: Closed Test Sessions

A forced closed test sessions occurs when a proctor has force closed the test session due to a proctors mistake. The ACCUPLACER system also force closes an incomplete test when the time has surpassed for a student to return to complete the test session.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

3 Ensure fiscal responsibility, accountability and financial stability.

Related Measures

M 2: Forced Closed Test Sessions

Who and What: The Testing Coordinator, secretary and lead proctor will analyze the results to determine the root cause of the forced closed test sessions on the ACCUPLACER system

Why: We want to eliminate forced closed tests. They waste a student's time, employs lack of training, and is a loss in test units that can not be recouped.

How: The Testing Coordinator, secretary, and lead test proctor will review all test sites in an effort to pinpoint the frequent occurrences, make appropriate documentation to resolve occurrences, and follow-up with student to ensure test completion.

When: Data will be collected weekly for each respective test site from October 2015 through February 2016.

Source of Evidence: Efficiency

Target:

At least 20% of the force closed test sessions were able to be resolved once contact was made with the student.

Reporting Finding (2015-2016) - Target: Not Met

The method of contact was not tracked to resolve closed test sessions. The assigned test proctor resigned for full time employment. The new test proctor only collected the info that identifies who has a closed test session.

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

Closed Test Sessions

Established in Cycle: 2015-2016

Forced Closed Sessions is a recurring concern and will be kept open for the next cycle.

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

O/O 3: Request for Test Scores

Request for test scores will be processed in 48 hours.

Relevant Associations:

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.

Strategic Objectives Associations

FTCC

20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.

Related Measures

M 3: Request for Test Scores

Who and What: The Testing Coordinator will revise the current process of preparing a placement test score request. Request for placement test scores will be completed using an informer report rather than traditional hand keying.

Why: Request for placement test scores are normally processed in three to five business days of receipt however this doesn't account for mailing and delivery to the desired destination. Using an informer report creates efficiency and reduces process time and errors. Students expect a quick turn around when completing the request.

How: An informer report will be created that will identify the required fields such as student identification number, first and last names, test title, date taken, and score(s). The request will be processed by extracting the data from Datatel Colleague and copying into the request form template.

When: Data collection will begin November 2015 through April 2016.

Source of Evidence: Service Quality

Target:

At least 75% of the request received will be processed within 48 hours or 2 business days of electronic request.

Reporting Finding (2015-2016) - Target: Met

There were 83 requests received November 2015 to April 2016. The data is as follows:

- 52 of the requests were processed the same day at 67%
- 23 of the requests were processed in one business day at 27.7%
- 7 of the requests were processed in two business days at 8.4 %
- 1 request was processed in three business days at 1.2%

98.8% of the requests received were processed within 48 hours or 2 business days of receiving the electronic request.

Connected Document

[Request for Test Scores](#)

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

Require web-based applications

In the 2010-2011 assessment cycle, we will require only web-based applications and exceptions would be reviewed on an "as needed basis."

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Projected Completion Date: 06/2011

Understanding health program selection process

Outcomes will be measured against next academic year (2010-2011). Group advisement/counseling workshops will be designed and implemented.

Established in Cycle: 2009-2010
Implementation Status: Finished
Priority: High
Projected Completion Date: 06/2011

Computerized Testing for Special Needs Students

Execute current plan by devising a new reporting system with the current Special Populations staff.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Implementation Description: All ACCUPLACER administered by the Special Populations staff will be reported to the Testing Secretary weekly. The report will distinguish between Companion or computer test.

Projected Completion Date: 06/2013
Responsible Person/Group: Special Populations Secretary/Testing Secretary

Online ACCUPLACER Registration

Continue to work with the MIS Department to develop a program that will securely identify potential testers without compromising security.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Implementation Description: Coordinate with MIS Department to enhance the Web Module to utilize specific information (e.g. partial social security number, birth date) in a secure manner for test appointments.

Projected Completion Date: 05/2013
Responsible Person/Group: Testing Coordinator/MIS Department

Student Gmail Account

Develop new strategies to extract survey data from ACCUPLACER. Work on modification of current layout and data.

Established in Cycle: 2011-2012
Implementation Status: Finished
Priority: High

Implementation Description: Contact the NCCCS Systems Office Testing SME for similar survey procedures. Contact ACCUPLACER for technical assistance in extracting the useable data.

Projected Completion Date: 06/2013
Responsible Person/Group: Testing Coordinator

Accuplacer and Companion 2012-13

A decision was made to administer the former ACCUPLACER due to concerns with construct of the problems. The Companion, paper format is available for use.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Projected Completion Date: 09/2013
Responsible Person/Group: Testing Coordinator

Online ACCUPLACER Registration

Currently the Testing Office has implemented appointment scheduling in November 2012 via email for the main campus site in lieu of the Tutor Trac appointment scheduler. An auto-reply is sent to the student to confirm the request has been received and a template appointment is returned to ensure all students receive the same info (i.e. test date and time, map, and practice test). Although this has reduced the walk-in visits to the office for appointment scheduling it is not the most conducive way of scheduling testing appointments.

We are revisiting the scheduler created by the MIS department and making suggestions to tailor to the needs of the Main Campus Testing Office, Spring Lake site, and the Fort Bragg site.

Established in Cycle: 2012-2013
Implementation Status: Finished
Priority: High
Projected Completion Date: 06/2014

Closed Test Sessions

Forced Closed Sessions is a recurring concern and will be kept open for the next cycle.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Forced Closed Test Sessions | **Outcome/Objective:** Closed Test Sessions

Implementation Description: Any new students will be contacted to resume their test session via phone or email one week from their closed test session. Proctor errors will be documented, refresher training and issues of concern will be identified for corrective action.

Projected Completion Date: 10/2016
Responsible Person/Group: Testing Coordinator

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

1. Reduce No Show Testers - More than one form of communication was used to remind testers of their appointment.
2. Forced Closed Test Sessions - Data collection was efficient and reliable from the ACCUPLACER system.
3. Request for Test Scores- The query allows a seamless way to provide a transcript of test scores with no errors.

What were the weaknesses of your assessment process?

1. Reduce No Show Testers- Challenges faced included high turn over with staff member assigned to collect data due to termination, expiration of contract, and relocation. Phone numbers were either disconnected or changed to a new number. A second mode of contact was used however it wasn't track to determine if it was effective.
2. Forced Closed Test Sessions- The challenge faced was with data collection. The test proctor tasked was reassigned twice due to resignation of previously assigned staff member. Data had to be recollected during the gap of resignation and with the addition of new hire.
3. Request for Test Scores- Data reporting included students who transferred test scores by a third party. Once this was identified, the query was revised to reflect placement test administered with FTCC.

What was learned as a result of your assessment process?

1. Reduce No Show Testers- Testers appreciated the reminder call and often used this opportunity to reschedule or ask additional questions concerning registration, purchasing books, and the college experience.
2. Forced Closed Sessions- Many forced closed sessions can be reduced. Test proctors must reinforce what they've learned to administer to accurately assess students' records. Immediate contact with student must be made to remind them to complete the placement test before moving to a close test session.
3. Request for Test Scores- Using efficient ways of completing tasks is necessary in order to comply with the day to day departmental demands.

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

1. Reduce No Show Testers- We will continue the reminder call to prevent no show testers since it is proven to be an effective measure. It is my hope other departments will incorporate a similar process not only during peak registration periods but into the daily workflow.
2. Forced Closed Test Sessions- Training will be provided as a corrective measure to reduce proctor error and additional prescreening of students' record to avoid unnecessary test attempts.
3. Request for Test Scores- We will continue to review ways to maximize productivity while providing the best customer service in two business days or less.

Annual Report Section Responses

Program Review (Academic Units)

Support entities do not have program reviews.

Advisory Comm. Minutes (Academic Units)

Support entities do not have advisory committee meeting minutes.

End Of Year Reports (VPs, AVPs, Deans)

Strategic Plan (2015-2020) and other related documents

Connected Document

[Strategic Plan 2015-2020](#)

First Name	Scheduled Date	Reminder Call (YES, CAN, NA, MSG, VM)	Canceled (CAN)	No longer Interested (NL)	Rescheduled (Date)
ROSA	10/19/2015	YES			
JEREMIAH	10/19/2015		CAN		
MARIA	10/19/2015	YES			
JUSTIN	10/19/2015	NA			CB
QUAYSHAUN	10/19/2015	YES			
PATRICIA	10/19/2015	YES			
EVIE	10/19/2015	VM			
KEVIN	10/19/2015	YES			
MELVIN	10/19/2015		CAN		
PATRICK	10/20/2015	YES			
ELIZABETH	10/20/2015	NA			
RANKO	10/21/2015	VM			
TAMI	10/21/2015	NA			
CODY	10/21/2015	NA			
AYONNA	10/21/2015	VM			
KIONTE	10/21/2015	YES			
NAJANA'E	10/21/2015	NA			
JASPER	10/21/2015	VM			
PORSHA	10/22/2015	YES			
KENDALL	10/22/2015	YES			
SAHARA	10/23/2015	YES			
LUSIANA	10/23/2015	YES			
KEVIN	10/23/2015	NA			
JOCELYN	10/23/2015	VM			
JIMMY	10/23/2015	YES			
MICHAEL	10/23/2015	YES			
DEREK	10/26/2015	YES			
SHAWNA	10/26/2015	YES			
LAURA	10/26/2015	NA			11/2/2015
KRISTEN	10/26/2015	NA			
DEANDRE	10/26/2015	YES			
JUACHAUN	10/26/2015	NA			
KEASHUN	10/26/2015	NA			
SHAMEKA	10/27/2015	NA			
KEISHA	10/27/2015	NA			
DAMONIC	10/27/2015	MSG			
ALEIGHIA	10/27/2015	NA			
VAIRON	10/28/2015	YES			
CAROLYN	10/28/2015	NA			11/4/2015
DANNY	10/28/2015	VM			
MAXIE	10/28/2015	YES			
MARY	10/29/2015	VM			
DASJA	10/29/2015	VM			
ALIYAH	10/29/2015	YES			

FRANK	10/29/2015	MSG	
LADEBRA	10/29/2015		CAN
LAUREN	10/29/2015	VM	
TANYA	10/30/2015	VM	
JENE	10/30/2015	YES	
KAYLA	10/30/2015	VM	
BAILEY	10/30/2015	YES	
MICHELE	10/30/2015	YES	
INGRID	10/30/2015	NA	
CARLOS	10/30/2015	VM	
KORI	10/30/2015	YES	
PAUL	10/30/2015	YES	
DAQUAN	11/2/2015	YES	
MCKENZIE	11/2/2015	MSG	
YOLANDA	11/2/2015	VM	
TRAVIS	11/2/2015	MSG	
ELDEN	11/3/2015	YES	
BEYONCE	11/3/2015	YES	
SABRINA	11/3/2015	YES	
MELINDA	11/3/2015	YES	
ASHLEY	11/3/2015	NA	
MARIA	11/3/2015	NA	
TRACY	11/3/2015		CAN
LARRY	11/3/2015	YES	
JESSIE	11/4/2015	YES	
JAMES	11/4/2015	VM	
EBONY	11/4/2015	YES	
OLLIE	11/4/2015	YES	
NATHANIEL	11/4/2015	YES	
ALEXANDRIA	11/4/2015	YES	
SHAUNA	11/4/2015	YES	
KENNETH	11/5/2015	YES	
GLORIA	11/5/2015	YES	
SAMANTHA	11/5/2015	YES	
FRANK	11/5/2015	NA	
JAMES	11/5/2015	YES	
MATTHEW	11/5/2015	VM	
LATONYA	11/6/2015	YES	
GRACE	11/6/2015	YES	
DREW	11/6/2015	YES	
JAMIE	11/6/2015	VM	
DESTYNEE	11/9/2015	YES	
CATHY	11/9/2015	VM	
AUTUMN	11/9/2015	NA	
AMANDA	11/9/2015	YES	
JOSEPH	11/9/2015	MSG	
BRITTNEY	11/9/2015	VM	

JAYSON	11/10/2015	YES	
JACOB	11/10/2015	YES	
AMBER	11/10/2015	YES	
KAYLA	11/11/2015	VM	
PATRICIA	11/11/2015	NA	
TIARA	11/11/2015	YES	
STELLA	11/11/2015	YES	
BREON	11/11/2015	YES	
FELICITY	11/11/2015	YES	
TIFFANY	11/12/2015	VM	
KAYLA	11/12/2015	NA	
BRIANA	11/12/2015	YES	
LEYLA	11/13/2015	YES	
MIRANDA	11/13/2015	YES	
ANGELA	11/13/2015	YES	
JACLYN	11/13/2015	NA	
HANNAH	11/13/2015	NA	
CHASE	11/13/2015	YES	
CHRISTINE	11/13/2015	YES	
NAGATHA	11/16/2015	YES	
TRENEE	11/16/2015	YES	
ROBERT	11/16/2015	VM	
CAROLYN	11/16/2015	YES	
HUNTER	11/16/2015	VM	
SHANECORIA	11/17/2015	YES	
LANETTA	11/17/2015	YES	
CHELSEY	11/17/2015	NA	
NICHOLAS	11/18/2015	YES	
NATACHA	11/18/2015	YES	
RACHEL	11/18/2015		CAN
ELLIOT	11/18/2015	NA	
TABETHA	11/18/2015	MSG	
ERROL	11/18/2015	YES	
BRITTNEY	11/18/2015	YES	
KAYLA	11/18/2015		CAN
JOSE	11/18/2015	YES	
KATELYN	11/18/2015		CAN
JOHN	11/18/2015	YES	
BERTHA	11/18/2015	MSG	
TERRICA	11/19/2015	NA	
MIRANDA	11/19/2015	NA	
JAMIROQUAI	11/19/2015	NA	
GERDA	11/19/2015	NA	
TYRONE	11/19/2015	NA	
FERNANDO	11/19/2015	NA	
SHONDA	11/19/2015	NA	
TIFFANY	11/20/2015	YES	

LEA	11/20/2015	VM	
TIFFANY	11/20/2015	VM	
KIMBERLY	11/20/2015	YES	
QUINCY	11/20/2015	VM	
DESTINY	11/20/2015	VM	
CHERON	11/20/2015	NA	11/24/2015
GERALD	11/20/2015	YES	
NICHOLAS	11/23/2015	NA	
AMANDA	11/23/2015	YES	
MADISON	11/23/2015	NA	
SHANDRIKA	11/23/2015	VM	
ANITEKA	11/23/2015	YES	
ELKIN	11/23/2015	VM	
MELINDA	11/23/2015	VM	
MICHELLE	11/23/2015	YES	
DANIELLE	11/23/2015	YES	
RION	11/24/2015		CAN
CARLY	11/24/2015	NA	
BYRON	11/24/2015	NA	
QUINLAN	11/24/2015	NA	
LOGAN	11/24/2015	NA	
CALVIN	11/24/2015	NA	
SIERRA	11/24/2015	NA	
STEPHANIE	11/24/2015	NA	
NIOCOLE	11/24/2015	NA	
MIKAYLA	11/24/2015	NA	
BRENDA	11/24/2015	NA	
LATERIKA	11/24/2015	NA	
JAWAN	11/24/2015	NA	
KEONTE	11/24/2015	NA	
DEANNA	11/25/2015	VM	
BRUCE	11/25/2015	YES	
AMOS	11/25/2015	VM	
SERGIO	11/25/2015	VM	
DA'MARKUS	11/25/2015	YES	
CHRISTINA	11/25/2015	YES	
VICTORIA	11/25/2015	VM	
ODELLIA	11/25/2015	YES	
CHRISTINA	11/25/2015		CAN
TAMARAH	11/30/2015	YES	
JASMINE	12/1/2015	YES	
CHRYSTAL	12/1/2015	YES	
TIFFANY	12/1/2015	NA	
MIRIAM	12/1/2015	YES	
NICOLLETTE	12/1/2015	YES	
NICHOLAS	12/1/2015	YES	
LAYLA	12/1/2015	VM	

MONIQUE	12/1/2015	VM
HANNAH	12/1/2015	NA
ROBERT	12/1/2015	YES
TIFANY	12/1/2015	YES
BRIANNA	12/2/2015	NA
BRETT	12/2/2015	NA
RASHIDA	12/2/2015	NA
MICHAEL	12/2/2015	NA
CRYSTAL	12/2/2015	NA
BOBBY	12/2/2015	NA
TARA	12/2/2015	NA
SHELLY	12/2/2015	NA
PHYLLIS	12/2/2015	NA
MARIANA	12/2/2015	NA
TIFFANY	12/2/2015	NA
LEILA	12/3/2015	NA
DINA	12/3/2015	NA
JASMINE	12/3/2015	NA
JUSTIN	12/3/2015	NA
TIARA	12/3/2015	NA
ANGELIQUE	12/3/2015	NA
MELISSA	12/3/2015	NA
CHRISTINA	12/3/2015	NA
ASHLEY	12/4/2015	VM
TRISHA	12/4/2015	VM
BRANDON	12/4/2015	NA
SHECHANYAH	12/4/2015	YES
CHANTIE	12/4/2015	VM
DAWN	12/4/2015	YES
ERIC	12/4/2015	YES
SHAINA	12/7/2015	VM
TIFFANY	12/7/2015	VM
MEGAN	12/7/2015	VM
ISABELLA	12/7/2015	YES
AUSTIN	12/7/2015	NA
NATHALIE	12/7/2015	NA
JAMARQUIS	12/7/2015	YES
JOHN	12/7/2015	NA
MATHIS	12/8/2015	YES
BROOKE	12/8/2015	YES
NICHOLAS	12/8/2015	YES
MARIANA	12/8/2015	YES
VINCENT	12/8/2015	YES
DESTINY	12/8/2015	YES
REGIS	12/8/2015	VM
CHANTIA	12/8/2015	YES
RACHEL	12/8/2015	VM

TONNI	12/9/2015	YES
JACK	12/9/2015	VM
JESSICA	12/9/2015	YES
CHRISTY	12/9/2015	NA
BRANDY	12/9/2015	NA
TRENTON	12/9/2015	YES
RONALD	12/9/2015	YES
KATHRYN	12/9/2015	VM
JEREMY	12/9/2015	YES
AMANDA	12/9/2015	VM
MATTHEW	12/9/2015	YES
CARRIS	12/9/2015	NA
JULIA	12/9/2015	VM
DYNESHA	12/10/2015	NA
HANNAH	12/10/2015	YES
ROBERT	12/10/2015	YES
MITCHELL	12/10/2015	YES
DANIEL	12/10/2015	VM
DANIELLA	12/10/2015	NA
ELVIN	12/10/2015	
ZACHARY	12/10/2015	NA
TYEISHA	12/11/2015	YES
MARIA	12/11/2015	YES
KEJUANA	12/11/2015	YES
YOLANDA	12/11/2015	VM
DE'JAH	12/11/2015	VM
SAMUEL	12/11/2015	VM
RESHONTA	12/11/2015	YES
DURON	12/11/2015	NA
TOMORI	12/11/2015	YES
GURNEZ	12/11/2015	NA
JEFFREY	12/11/2015	YES
DIEGO	12/11/2015	YES
KENDRA	12/11/2015	NA
JACOB	12/11/2015	VM
CHRISTOPHER	12/11/2015	MSG
ANTONIO	12/11/2015	YES
JALICIA	12/14/2015	NA
DANIELLE	12/14/2015	NA
CHASITY	12/14/2015	YES
RUTH	12/14/2015	YES
MICHAEL	12/14/2015	YES
DEBORAH	12/14/2015	YES
YOLANDA	12/14/2015	YES
ANGEL	12/14/2015	YES
TINISHA	12/14/2015	VM
COURTNEY	12/14/2015	VM

CAN

12/17/2015

CHARLENE	12/14/2015	VM
TERRENCE	12/14/2015	VM
ELIZABETH	12/14/2015	NA
TIJUNA	12/14/2015	VM
JONATHAN	12/14/2015	NA
JORDON	12/14/2015	NA
BRITTANY	12/14/2015	YES
SHAKIRA	12/14/2015	NA
AMANDA	12/14/2015	YES
SHALANI	12/14/2015	YES
RONNIE	12/15/2015	NA
DEVEN	12/15/2015	NA
MOLLY	12/15/2015	VM
ROSALINA	12/15/2015	NA
ASHLEY	12/15/2015	YES
ELISABETH	12/15/2015	NA
TOCCARRA	12/15/2015	NA
SHANESHA	12/15/2015	VM
MARGARET	12/15/2015	NA
TAMMY	12/15/2015	NA
JOSIAH	12/15/2015	NA
PORTIA	12/15/2015	NA
TYLER	12/15/2015	NA
BETTY	12/15/2015	NA
KATHERINE	12/16/2015	NA
ALYSSA	12/16/2015	MSG
SEDERICK	12/16/2015	YES
TRE	12/16/2015	YES
SHAKEYIA	12/16/2015	YES
LAUREN	12/16/2015	VM
DONALD	12/16/2015	VM
CHEYENNE	12/16/2015	NA
RASMY	12/16/2015	YES
ALYSSA	12/16/2015	YES
VALERIE	12/16/2015	NA
LINDA	12/16/2015	NA
BREANNA	12/16/2015	NA
CHRISTINA	12/16/2015	NA
PORTIA	12/16/2015	VM
KRISTOPHER	12/16/2015	YES
SENA	12/16/2015	NA
WILLIAM	12/17/2015	YES
NATHANIEL	12/17/2015	YES
DANIELLE	12/17/2015	NA
RODERICK	12/17/2015	YES
MICHELLE	12/17/2015	VM
ESSENCE	12/17/2015	VM

12/17/2015

WILLIE	12/17/2015 NA
KACEE	12/17/2015 YES
DAVID	12/17/2015 VM
MIRANDA	12/17/2015 MSG
TIFFANY	12/17/2015 NA
KATHERINE	12/17/2015 VM
NATADJA	12/17/2015 YES
NISA	12/17/2015 VM
KARLA	12/17/2015
CADIJAH	12/17/2015 YES
SHAUNNAN	12/17/2015 NA
KEITHIAN	12/17/2015 VM
COMFORT	12/17/2016 NA
JESSICA	12/17/2015 YES
BRITTANY	12/17/2015 NA
RAYMOND	12/17/2015 YES
STEPHIANE	12/17/2015 YES
JENNIFER	12/17/2015 NA
ANGEL	12/17/2015 YES
RHONDA	12/17/2015 NA

1/4/2016

CAN

Waived
(Date)

Tested
(YES/NO)

NO
NO
YES
NO
YES
YES
YES
NO
NO
YES
YES
YES
YES
YES
NO
YES
YES
YES
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YES
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First Name	Date	Request for Test Scores
Isabel	4/29/2016	Request for test scores 4/29/16; sent 4/29/16 to Robeson Community College. April 29 2016 2:33 PM
Eva	4/29/2016	Request for test scores 4/28/16; sent 4/29/16 to Sampson Community College. April 29 2016 2:34 PM
Danielle	4/28/2016	Request for test scores 4/28/16; sent 4/28/16 to Sandhills Community College. April 28 2016 3:55 PM
Kenyhatta	4/27/2016	Request for test scores 4/27/16; sent 4/27/16 to Guilford Technical Community College. April 27 2016 11:36 AM
Camille	4/27/2016	Request for test scores 4/27/16; sent 4/27/16 to Sandhills Community College. April 27 2016 4:18 PM
Justin	4/26/2016	Request for test scores 4/25/16; sent 4/26/16 to Robeson Community College. April 26 2016 11:57 AM
Sherrena	4/26/2016	Request for test scores 4/26/16; sent 4/26/16 to Southwest Tennessee Community College. April 26 2016 11:58 AM
Alesia	4/26/2016	Request for test scores 4/26/16; sent 4/26/16 to Robeson Community College. April 26 2016 3:19 PM Rose Mitchell
Sarah	4/26/2016	Request for test scores 4/26/16; sent 4/26/16 to Wake Tech Community College. April 26 2016 3:21 PM
Kristen	4/25/2016	Request for test scores 4/25/16; sent 4/25/16 to Caldwell Community College. April 25 2016 2:39 PM
Xzavier	4/20/2016	Request for test scores 4/20/16; sent 4/20/16 to Wake Tech Community College. April 20 2016 2:33 PM
Beverly	4/20/2016	Request for test scores 4/20/16; sent 4/20/16 to Durham Technical Community College. April 20 2016 4:12 PM
Tabitha	4/19/2016	Request for test scores 4/19/16; sent 4/19/16 to Durham Technical Community College. April 19 2016 4:06 PM
Shanetta	4/19/2016	Request for test scores 4/19/16; sent 4/19/16 to Wake Technical Community College. April 19 2016 4:09 PM
Andrew	4/19/2016	Request for test scores 4/19/16; sent 4/19/16 to Cape Fear Community College. April 19 2016 4:28 PM
Erica	4/18/2016	Request for test scores 4/18/16; sent 4/18/16 to Pikes Peak Community College. April 18 2016 4:10 PM Rose Mitchell
Brittany	4/18/2016	Request for test scores 4/13/16; sent 4/18/16 to student. April 18 2016 4:11 PM Rose Mitchell
Corey	4/18/2016	Request for test scores 4/18/16; sent 4/18/16 to Guilford Technical Community College. April 18 2016 4:12 PM Rose Mitchell
Robert	4/18/2016	Request for test scores 4/18/16; sent 4/18/16 to Richmond Community College. April 18 2016 4:13 PM Rose Mitchell
Jessica	4/18/2016	Request for test scores 4/18/16; sent 4/18/16 to Sandhills Community College. April 18 2016 4:13 PM Rose Mitchell
Saru	4/18/2016	Request for test scores 4/18/16; emailed 4/18/16 to Testing at Sandhills Community College. April 18 2016 4:14 PM Rose Mitchell
Marissa	4/15/2016	Request for test scores 4/15/16; sent 4/15/16 to Cypress Community College. April 15 2016 3:13 PM Rose Mitchell
Shakira	4/14/2016	Request for test scores 4/14/16; picked up by student 4/14/16 for Wake Technical Community College. April 14 2016 11:11 AM Rose

Mitchell

Kiona	4/14/2016	Request for test scores 4/13/16; picked up by student 4/14/16 for Wake Technical Community College. April 14 2016 11:12 AM Rose Mitchell
Coashionor	4/14/2016	Request for test scores 4/13/16; sent 4/14/16 to Wake Technical Community College. April 14 2016 2:51 PM Rose Mitchell
Erica	4/12/2016	Request for test scores 4/11/16; sent 4/12/16 to Pitt Community College. April 12 2016 3:18 PM Rose Mitchell
Billy	4/12/2016	Request for test scores 4/12/16; sent 4/12/16 to Cleveland Community College. April 12 2016 3:19 PM Rose Mitchell
Angela	4/12/2016	Request for test scores 4/12/16; sent 4/12/16 to Alamance Community College. April 12 2016 3:20 PM Rose Mitchell
Trisha	4/11/2016	Request for test scores 4/10/16; sent 4/11/16 to Bladen Community College. April 11 2016 9:07 AM Rose Mitchell
Jasmine	4/11/2016	Request for test scores 4/08/16; sent 4/11/16 to Sandhills Community College. April 11 2016 9:09 AM Rose Mitchell
Aldarris	4/11/2016	Request for test scores 4/11/16; sent 4/11/16 to Sandhills Community College. April 11 2016 2:41 PM Rose Mitchell
Corinthia	4/7/2016	Request for test scores 4/6/16; ready for pick up 4/7/16 for Robeson Community College. April 07 2016 8:33 AM Rose Mitchell
Sharieka	4/7/2016	Request for test scores 4/7/16; ready for pick up for Sampson Community College. April 07 2016 4:00 PM Rose Mitchell
Heather	4/6/2016	Request for test scores 4/6/16; sent 4/6/16 to Bladen, Central Carolina and Sandhills Community College. April 06 2016 12:37 PM Rose Mitchell
Kristie	4/6/2016	Request for test scores 4/6/16; sent 4/6/16 to Coastal Carolina Community College. April 06 2016 2:19 PM Rose Mitchell
Jessica	4/6/2016	Request for test scores 4/6/16; sent 4/6/16 to Central Carolina Community College. April 06 2016 3:07 PM Rose Mitchell
Michelle	3/30/2016	Request for test scores 3/30/16; sent 3/30/16 to Robeson Community College. March 30 2016 5:29 PM Rose Mitchell
Brianna	3/30/2016	Request for test scores 3/30/16; sent 3/30/16 to Bladen Community College. March 30 2016 5:30 PM Rose Mitchell
Bridgette	3/22/2016	Request for test scores 3/22/16; sent 3/22/16 to Central Carolina Community College (Lillington). March 22 2016 10:00 AM Rose Mitchell
Aylliah	3/17/2016	Request for test scores 3/17/16; sent 3/17/16 to Sandhills Community College. March 17 2016 9:07 AM Rose Mitchell
Santana	3/15/2016	Request for test scores 3/15/16; sent 3/15/16 to Bladen, Richmond, Robeson, Sandhills and Southeastern Community College. March 15 2016 2:42 PM Rose Mitchell
Harold	3/11/2016	Request for test scores 3/9/16; attempts were made to fax score with no results. Contacted student and another fax number was submitted. Faxed 3/11/16 to Fayetteville State University. March 11 2016 1:05 PM Rose Mitchell
Tonya	3/10/2016	Request for test scores 3/9/16; sent 3/10/16 to Georgia Military College. March 10 2016 8:39 AM Rose Mitchell
Deanna	3/9/2016	Request for test scores 3/9/16; sent 3/9/16 to Wayne Community College. March 9 2016 10:00 AM Rose Mitchell

	College. March 09 2016 8:40 AM Rose Mitchell
Jessica	3/9/2016 Request for test scores 3/9/16; sent 3/9/16 to Sandhills Community College. March 09 2016 12:26 PM Rose Mitchell
Silveah	3/9/2016 Request for test scores 3/9/16; sent 3/9/16 to Robeson Community College. March 09 2016 12:28 PM Rose Mitchell
Billy	3/7/2016 Request for test scores 3/7/16; sent 3/7/16 to Cleveland Community College. March 07 2016 9:42 AM Rose Mitchell
Jessica	3/7/2016 Request for test scores 3/7/16; sent 3/7/16 to Robeson Community College. March 07 2016 3:44 PM Rose Mitchell
Tabitha	3/4/2016 Request for test scores 3/3/16; faxed 3/4/16 to Central Carolina Community College (Harnett). March 04 2016 8:54 AM Rose Mitche
Equilla	2/29/2016 Request for test scores 2/27/16; sent 2/29/16 to Wayne Community College. February 29 2016 9:57 AM Rose Mitchell
Cameron	2/25/2016 Request for test scores 2/22/16; sent 2/25/16 to Sandhills Communit College. February 25 2016 8:33 AM Rose Mitchell
Kaitlyn	2/25/2016 Request for test scores 2/23/16; sent 2/25/16 to student. February 2 2016 8:35 AM Rose Mitchell
Kathrine	2/25/2016 Request for test scores 2/24/16; sent 2/25/16 to Robeson Communit College. February 25 2016 8:43 AM Rose Mitchell
Lindsay	2/25/2016 Request for test scores 2/24/16; sent 2/25/16 to Sandhills Communit College. February 25 2016 9:05 AM Rose Mitchell
Carlyne	2/25/2016 Request for test scores 2/19/16;sent 2/23/16 to student's home address. February 25 2016 10:16 AM Elizabeth Lewis
Linden	2/25/2016 Request for test scores 2/25/16; sent 2/25/16 to Bladen Community College. February 25 2016 3:54 PM
Lattisha	2/25/2016 Request for test scores 2/25/16; sent 2/25/16 to Wake Tech Commu College. February 25 2016 3:55 PM
Sarah	2/15/2016 Request for test scores 2/15/16; sent to Johnston Community Colleg c/o M. Stewart Director of Emergency Service Programs.February 15 2016 2:37 PM
Christina	2/9/2016 Request for test scores 2/5/16; sent to Sandhills Community College. February 09 2016 3:29 PM
Joel	2/9/2016 Request for test scores 2/8/16; sent to Central Carolina Community College. February 09 2016 3:29 PM
Latiana	2/9/2016 Request for test scores 2/8/16; sent to Central Carolina Community College. February 09 2016 3:29 PM
Dominique	2/9/2016 Request for test scores 2/9/16; sent to Bladen Community College. February 09 2016 3:29 PM Received duplicate request for test scores. Explained to student she took the former ACCUPLACER and NCCC's are requiring the NC DAP. I additional scores sent.February 22 2016 12:36 PM
Galloway	2/9/2016 Request for test scores 2/9/16; sent to Bladen Community College. February 09 2016 3:29 PM
Cassandra	2/9/2016 Request for test scores 2/9/16; sent to Sandhills Community College. February 09 2016 3:29 PM
Heather	2/5/2016 Request for test scores 2/4/16; sent to Robeson Community College. February 05 2016 9:05 AM

Patience	2/4/2016	Request for test scores 2/4/16; sent to Roanoke Chowan Community College. February 04 2016 8:29 AM
Demi	2/3/2016	Request for test scores 2/2/16; sent 2/3/16 to Southeastern Commu College. February 03 2016 9:48 AM
Tashika	2/2/2016	Request for test scores 2/1/16; sent 2/2/16 to Sandhills Community College. February 02 2016 8:39 AM
Cassandra	1/25/2016	Request for test scores 01/21/16; faxed 01/25/16 to Truckee Meado Community College. January 25 2016 8:44 AM
Darrion	1/19/2016	Request for test scores 1/15/16; sent 1/19/16 to Sandhills and Sampson Community College. January 19 2016 10:15 AM
Angel	1/19/2016	Request for test scores 1/17/16; sent 1/19/16 to Sandhills Communit College. January 19 2016 10:16 AM
Carol	1/15/2016	Request for test scores 1-14-16; processed 1-15-16 for Durham Technical Community College. Ready for pick-up at the Information Desk. January 15 2016 8:29 AM
Rachel	1/15/2016	Request for test scores 1-14-16; sent 1-15-16 to Robeson Community College. January 15 2016 8:40 AM
Joshua	1/13/2016	Request for test scores 1-13-16; sent 1-13-16; Sandhills Community College. January 13 2016 9:02 AM
Jamie	1/11/2016	Request for test scores 1-7-16;faxed 1-11-16; Sandhills Community College. January 11 2016 9:06 AM
Carol	1/9/2016	Request for test scores 1-8-16; sent 1-8-16; Durham Technical Community College. January 09 2016 9:26 AM
Stephanie	1/9/2016	Request for test scores 1-8-16; sent 1-8-16; Robeson Community College. January 09 2016 9:28 AM
Nayib	11/25/2015	Request for test scores 11-24-15; faxed 11-25-15; Central Carolina Community College. November 25 2015 9:54 AM
Kenneth	11/24/2015	Request for test scores 11/24-15; sent 11/24-15; Cafe Fear Communi College. November 24 2015 1:45 PM
Lea	11/24/2015	Request for test scores 11/24-15; sent 11/24-15; Cafe Fear Communi College. November 24 2015 1:45 PM
Felecia	11/20/2015	Request for test scores 11-18-15; sent 11-20-15; Montgomery Comrr College. November 20 2015 10:29 AM
Kenyatta	11/20/2015	Request for test scores 11-19-15; sent 11-20-15; Fulton County Sheriff's Office. November 20 2015 10:30 AM
Raymond	11/18/2015	Request for test scores 11-17-15; sent 11-18-15; Tidewater Commun College. November 18 2015 10:06 AM
Jael	11/18/2015	Request for test scores 11-17-15; sent 11-18-15; Pamper, Hugs & Luv Learning Center. November 18 2015 10:07 AM

83 requests	52 SAME	62.7
	23 IN 1 DAY	27.7
	7 IN 2 DAYS	8.4
	1 IN 3 DAYS	1.2
<hr/>		100

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