

# Fayetteville Technical Community College

## Detailed Assessment Report 2015-2016 Associate in Fine Arts

As of: 8/01/2016 10:39 AM EST

### Mission / Purpose

The Associate in Fine Arts program concentrates heavily on the fine arts and is recommended for those who plan to continue a Bachelor of Fine Arts degree program. The course work in the Associate in Fine Arts program includes literature, humanities, social/behavioral science, mathematics, and natural science.

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

#### SLO 1: Communicate Effectively

AFA students are required to take ENG 111 and will be able to communicate effectively using the conventions of American Standard English in professional and academic environments.

##### Relevant Associations:

###### **General Education/Core Curriculum Associations**

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

###### **InstitutionalGoals Associations**

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

###### **StrategicObjectives Associations**

###### **FTCC**

- 10 Improve assessment plans with documented evidence of outcomes.

- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

##### Related Measures

#### **M 1: ENG 111 Communicate Effectively**

What: This cycle (2014-15), the English college transfer team will utilize a newly-revised rubric, which the assessment coordinators modified based on last year's assessment findings. Why: Since this rubric aligns with our English College Transfer Program Objectives, it will be used across the program as a reliable tool for student assessment.

How: We will collect student data from selected English 111 classes in order to evaluate student achievement in our area. In the last third of the course, all English 111 students will compose a multi-paragraph, academic research paper, documented in MLA format.

Who: This assignment will be assessed by instructors using the standard English department rubric for the 2014-2015 cycle. Please see the attached Faculty Instructions and the Faculty Data Collection Sheet, which outline how the instructors will collect data from their classes.

When: This data will be collected in the fall of 2014, and it will then be analyzed in the spring of 2015 and published to WEAVEonline.

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

##### **Connected Documents**

- [CTE Supplemental Guide](#)
- [ENG 111 Assessment Memo](#)
- [ENG 111 Course Picks](#)
- [ENG 111 Tally Sheet](#)
- [Research paper Rubric](#)

##### **Target:**

At least 80 % of all students enrolled in English 111 classes will score at least 76% on the division's rubric, which assesses students' abilities to produce clear expository prose by utilizing the proper mechanical conventions of Standard Written English.

##### **Reporting Finding (2015-2016) - Target: Met**

In the fall of 2015, a total of 98 Associate of Arts students were evaluated on the required research essay in English 111. A reported 90% of AA students scored a 2 or higher on a multi-paragraph research essay. Only 10 students scored below 2. Student essays were assessed through the FTCC General Education Rubric.

##### **Reporting Finding (2014-2015) - Target: Partially Met**

In the fall semester of 2014, selected English instructors evaluated 295 papers using the division's updated rubric. These 295 papers stemmed from twenty-one ENG 111 courses. Fourteen ENG 111 instructors submitted data. In the spring semester of 2015, the assessment coordinators evaluated the data. The overall Achievement Target was partially met based on a standard grading tool (rubric) and the evaluation of students' papers. Although only 70.5% of the essays indicated a score of 77% or more for their overall score on the grading rubric, individual objectives on the rubric saw significant growth from the 2013-2014 cycle. Objective 1: Organization grew approximately 4%; Objective 2: Development improved approximately 6%; and Objective 4: Documentation grew nearly 11%. Objective 3 remained the same. Furthermore, the target goal of 75% of students scoring a 77% or better was met for Objectives 1 and 2.

##### **Connected Document**

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

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

**ENG 111 Assessment Improvement**

*Established in Cycle:* 2014-2015

At least 75 % of all students enrolled in college transferable English classes will score at least 77% on "Objective 4: Academ...

**SLO 2: Critical Thinking**

Graduates will be able to use critical thinking skills to analyze problems and make logical decisions.

**Connected Document**

[BIO 111 Critical Thinking Rubric](#)

**Relevant Associations:**

**General Education/Core Curriculum Associations**

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

**InstitutionalGoals Associations**

- 2 Establish a culture of quality customer service.
- 3 Ensure fiscal responsibility, accountability and financial stability.

**StrategicObjectives Associations**

**FTCC**

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

**Related Measures**

**M 2: Critical Thinking (BIO 111)**

What: BIO 111 students will apply critical thinking to analyze problems and make logical decisions while evaluating a controlled experiment. How: The Biology Assessment Team will collect students' written communication of their analysis of a controlled experiment from fiscal year 2015-2016 BIO 111 classes. A rubric will be used to evaluate the conclusion of submissions to determine students' achievement in applying critical thinking to analyze problems and make logical decisions. Why: Scientists seek to figure out how the physical world operates through systematic observation, experimentation, and analysis. By analyzing the physical world, they seek to formulate principles, laws, and theories useful in explaining natural phenomena, and in guiding further scientific study. Critical thinking and problem solving skills apply to all sciences and are an integral part of the learning process in BIO 111 courses. Critical thinkers question information, conclusions, and points of view. They strive to be accurate, precise, and relevant in their analysis. They seek to think beneath the surface, to be logical, and objective. BIO 111 students will apply these skills to their reading and writing as well as to their speaking and listening. Current science curricular reform involves helping students learn how to make informed decisions regarding the significance of scientific observations and hypotheses throughout their lives. It is often assumed that "scientific literacy" will be useful in this regard and that the acquisition of science process skills, such as those presumed to be provided by laboratory courses, is essential to getting students to achieve this goal (American Association for the Advancement of Science, 1993; Council of Ministers of Education, 1997; Miller, Osborne, & Nott, 1998). A key and perhaps defining feature of the scientific strategy, particularly within the biological sciences, is the role of critical thinking and controlled experiments in both the design and interpretation of experimental observations. Control experiments, both positive and negative, are served to explicitly test the experimenter's assumptions, so as to validate the conclusions that can be drawn from experimental results (Shi, Power, & Klymkowsky, 2011). Who: The Biology Assessment Team will collect student data from Biology 111 classes and use a rubric to evaluate students' achievement in applying critical thinking to analyze problems and make logical decisions. When: BIO 111 students enrolled in 8 and 16 week courses will be assessed during the Fall 2015 and Spring 2016 terms. Assessment data will be combined and evaluated at the end of the Spring 2016 term.

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

**Connected Document**

[BIO 111 Critical Thinking Rubric](#)

**Target:**

70% of the AFA students will meet the critical thinking assessment.

**Reporting Finding (2015-2016) - Target: Met**

Our achievement target stated that success would be determined by the ability of 70% of the students who completed the course to score a 2 or higher on the assessment using the Critical Thinking rubric. Based on the reviewed essays the achievement target was met, with 89% of students scoring at least a 2.

**Connected Document**

[BIO 111 Critical Thinking Rubric](#)

**SLO 3: Socialization Skills/Cultural Awareness/Global Perspective**

Graduates will demonstrate socialization skills that support cultural awareness and a global perspective.

**Connected Document**

[ART 111 Global Awareness Rubric](#)

**Relevant Associations:**

**General Education/Core Curriculum Associations**

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

**InstitutionalGoals Associations**

- 2 Establish a culture of quality customer service.
- 3 Ensure fiscal responsibility, accountability and financial stability.

## **StrategicObjectives Associations**

### **FTCC**

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

### **Related Measures**

#### **M 3: Socialization Skills/Cultural Awareness/Global Perspective (ART 111)**

WHAT: This cycle (2015-16), Socialization Skills/Cultural Awareness/Global Perspective will be measured for the Associate of Arts, Associate of General Education, and Associate of Fine Arts using the ART 111 course. WHY: The course was selected as part of an effort to demonstrate Socialization /Cultural Awareness/Global Perspective skills in graduates of the above named programs. The Socialization Skills/Cultural Awareness/Global Perspective general education competency will be measured in general education courses that rotate every year. HOW: Students enrolled in all sections of ART 111 will complete an assignment that requires them to demonstrate global awareness, cultural knowledge, cultural self-awareness, diverse communication, and socialization skills. Students will be assessed using a rubric created by the general education assessment team. WHO: This assignment will be assessed by instructors using the standard Socialization Skills/Cultural Awareness/Global Perspective rubric for the 2015-2016 cycle. WHEN: This data will be collected in the fall of 2015, and it will then be analyzed in the spring of 2016 and published to WEAVE online.

Source of Evidence: Writing exam to assure certain proficiency level

### **Connected Document**

[ART 111 Global Awareness Rubric](#)

#### **Target:**

70% of AFA students will meet the goal for the Cultural Awareness Assessment.

#### **Reporting Finding (2015-2016) - Target: Met**

71% of AFA students met the goal of the Cultural Awareness assessment. 2 students scored less than 2.

### **Connected Document**

[AFA Assessment Date for 2015-2016](#)

## **SLO 4: Quantitative Literacy**

Graduates will be able to demonstrate quantitative competencies.

### **Connected Document**

[2015-16 HIS 131 Assessment Rubric](#)

### **Relevant Associations:**

#### **General Education/Core Curriculum Associations**

- 4 Demonstrate quantitative competencies.

#### **InstitutionalGoals Associations**

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.

## **StrategicObjectives Associations**

### **FTCC**

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

### **Related Measures**

#### **M 4: Quantitive Literacy (HIS 131)**

What: Students enrolled in HIS 131 will be required to analyze the Presidential Election of 1824. During the analysis, students will create a written interpretation of the presidential election results using the voting data from 1824. Why: Students who successfully complete HIS 131: American History 1 course are expected to apply quantitative literacy skills to situations involving historical facts.

When: This assessment will be administered during the Fall 2016 semester to all HIS 131 classes.

Who: Appropriately trained personnel (instructors within Social Science/Humanities) in grading of collegiate papers will be responsible for analyzing the information presented in the research assignment utilizing a common rubric.

How: After students complete the assessment, faculty teaching HIS 131 will use a common quantitative literacy rubric that measure student's ability to understand, communicate, extract, and evaluate the results of the election data.

Source of Evidence: Writing exam to assure certain proficiency level

#### **Target:**

70% of AFA students will meet the goal of the Quantitive Literacy assessment.

#### **Reporting Finding (2015-2016) - Target: Met**

75% of AFA students met the goal of the Quantitive Literacy assessment.

### **Connected Document**

[AFA Assessment Date for 2015-2016](#)

## **SLO 5: Computer Literacy**

Graduates will successfully demonstrate computer literacy.

### **Connected Document**

[MUS 111 Computer Literacy Rubric](#)

### **Relevant Associations:**

#### **General Education/Core Curriculum Associations**

5 Demonstrate computer literacy.

#### Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 3 Ensure fiscal responsibility, accountability and financial stability.

#### Strategic Objectives Associations

##### FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

#### Related Measures

##### **M 5: Computer Literacy**

**WHAT:** This cycle (2015-16), computer literacy will be measured for the Associate of Arts, Associate of General Education, and Associate of Fine Arts using the MUS 110 course. **WHY:** The course was selected as part of an effort to demonstrate computer literacy skills in graduates of the above named programs. The computer literacy general education competency will be measured in general education courses that rotate every year. **HOW:** Students enrolled in all sections of MUS110 will complete an assignment that requires them to use technology to complete academic research, create and submit a document online, and to appropriately communicate with others electronically.

Students will be assessed using a rubric created by the general education assessment team. **WHO:** This assignment will be assessed by instructors using the standard computer literacy rubric for the 2015-2016 cycle. **WHEN:** This data will be collected in the fall of 2015, and it will then be analyzed in the spring of 2016 and published to WEAVE online.

Source of Evidence: Writing exam to assure certain proficiency level

#### Connected Document

[MUS 111 Computer Literacy Rubric](#)

#### Target:

70% of AFA students will meet the goal of the Computer literacy assessment.

#### Reporting Finding (2015-2016) - Target: Met

100% of AFA students met the goal of the Computer literacy assessment. The criteria for this assessment may need to be re-evaluated for next assessment period.

#### Connected Document

[AFA Assessment Date for 2015-2016](#)

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

##### **ENG 111 Assessment Improvement**

At least 75 % of all students enrolled in college transferable English classes will score at least 77% on "Objective 4: Academic Writing Conventions" of the division's rubric, which assesses students' abilities to communicate effectively within an academic environment by producing responsibly researched and written essays. This score constituted 15% of the total paper grade.

**In all, 54% of the essays indicated a score of 77% or more for "Objective 4: Academic Writing Conventions." This was an almost 11% percent improvement from the 2013-2014 cycle.**

**Established in Cycle:** 2014-2015

**Implementation Status:** Finished

**Priority:** High

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

**Measure:** ENG 111 Communicate Effectively | **Outcome/Objective:** Communicate Effectively

**Implementation Description:** 1. Holistic grading sessions will continue for professional development to include new instructors hired during the last school year. As a group, the English Curriculum instructors will work together to assess sample papers in order to develop consistency and greater objectivity. The instructors will focus on how to respond to student writing in order to increase student understanding and strengthen student writing. 2. In these Holistic grading sessions, more focus will be on how we score Obj

**Projected Completion Date:** 06/2016

#### Analysis Questions and Analysis Answers

##### **What were the strengths of your assessment process?**

The assessments covered a large number of students which made the assessment findings more accurate. The assessments were conducted by a variety of faculty to make it more encompassing.

##### **What were the weaknesses of your assessment process?**

The AFA students scored exceptionally high on one of the assessments. This assessment needs to be evaluated to see if it needs to be adjusted going forth.

##### **What was learned as a result of your assessment process?**

The assessment was conducted in the Fall semester and reported early. Because the departmental change in leadership, the department chair was not included early in the process. This will be corrected for the next assessment period.

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

The information learned shows that the department is on the right path of instructing our students. With the next assessment the goal is to include all the Fine Arts Faculty in the process of gathering data and to push the students towards striving for excellence in their work.

## **Annual Report Section Responses**

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### **Program Review (Academic Units)**

The academic program review for the Associate in Fine Arts will be uploaded during the next assessment cycle.

### **Advisory Comm. Minutes (Academic Units)**

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

#### **Connected Document**

[AFA Advisory Board Meeting Minutes 2015-2016](#)

### **End Of Year Reports (VPs, AVPs, Deans)**

Strategic Plan (2015-2020) and other related documents

#### **Connected Documents**

[2016 Grad Survey](#)

[Strategic Plan 2015-2020](#)

## FTCC College Transfer English: Supplemental Rubric Guide

Organization and Focus	Advanced	Satisfactory	Acceptable	Minimal	Unacceptable (High / Low)
<b>Objective 1A:</b>  <b>Thesis</b>	The writer establishes a clear and effectively organized thesis with a sophisticated sentence structure.  The thesis introduces specific main points (support ideas) and presents a clear stance on the topic.	The writer establishes a clear, well-organized thesis with a simple sentence structure.  The thesis introduces main points and presents a clear stance on the topic.	The writer establishes a functional thesis that is somewhat clear and organized.  The thesis introduces main points but may lack effective organization or may present a vague or unclear stance; a reader can infer stance.	The writer presents a vaguely discernible thesis.  The thesis lacks organization and presents no clear stance or may spread over several sentences.	High: The writer provides no clearly discernible thesis.  Main points and stance are unclear or irrelevant.  Low: The writer provides no discernible thesis.
<b>Objective 1B:</b>  <b>Topic Sentences</b>	The writer provides relevant and specific topic sentences for <i>all</i> body paragraphs.  Each topic sentence clearly conveys the main idea of its paragraph by making a specific claim that corresponds clearly with the thesis.	The writer provides relevant and specific topic sentences for <i>most</i> body paragraphs.  Most topic sentences clearly convey main ideas by making specific claims that correspond with the thesis.  One or two topic sentences may lack specificity, may make tenuous claims, or may correspond vaguely with the thesis.	The writer provides functional topic sentences for <i>most</i> body paragraphs.  Most topic sentences convey main ideas, but some lack specificity; they may make tenuous claims or may correspond only vaguely with the thesis. One topic sentence may lack this altogether, but there is no pattern.	The writer provides <i>some</i> functional topic sentences.  Most topic sentences lack specificity; they may convey no discernible claims or may correspond only vaguely with the thesis.	High: The writer provides <i>few</i> clearly discernible topic sentences.  Topic sentences are confusing or present no clear relevance.  Low: The writer provides <i>no</i> discernible topic sentences.
<b>Objective 1C:</b>  <b>Logical Organization and Coherence</b>	The writer constructs a coherent product that reflects a consistently logical progression of ideas.  Appropriate and varied transitional signals enhance relationships between and among ideas throughout the project.	The writer constructs a (mostly) coherent product that reflects a logical progression of ideas.  Appropriate transitional signals create relationships between and among ideas throughout the project.  One or two minor flaws create little, if any, confusion for a reader.	The writer constructs a functional product that reflects a generally logical progression of ideas.  Some appropriate transitional signals create relationships between and among ideas throughout most of the project, but some transitions may lack consistency, clarity, variety, or relevance. One or two major flaws may create confusion for the reader.	The writer presents <i>some</i> organization that reflects a logical progression of ideas.  Few, if any, appropriate transitional signals create relationships between and among ideas.  Several major flaws create confusion for a reader.	High: The writer presents little organizational structure.  The lack of organization and transitional signals creates confusion for a reader throughout the product.  Low: The product reflects no discernible body content.
<b>Objective 1D:</b>  <b>Introduction and Conclusion</b>	The writer develops a thorough and engaging introduction and conclusion.  The introduction establishes the product's primary topic and captures a reader's attention.  The conclusion unifies the product effectively by reviewing main ideas and clearly establishing an overall significance.	The writer develops a strong introduction and conclusion with no major flaws.  The introduction establishes the primary topic and attempts to capture a reader's attention.  The conclusion unifies the project by reviewing main ideas and signaling or suggesting an overall significance.	The writer presents a functional introduction and conclusion with no more than one major flaw.  The introduction previews the primary topic adequately but may not effectively engage a reader's attention.  The conclusion unifies the project by reviewing main ideas but may not clearly signal an overall significance.	The writer provides a discernible introduction and conclusion with major flaws.  The introduction previews the primary topic inadequately <i>or</i> may not attempt to engage a reader's interest.  The conclusion may present a weak, inadequate, illogical, or irrelevant review of main ideas and may signal little, if any, overall significance.	High: The writer provides little discernible introduction and conclusion.  The introduction fails to preview a primary topic and does not attempt to engage a reader's interest.  The conclusion offers little, if any, review and signals no overall significance.  Low: The writer provides neither a discernible introduction (aside from a thesis) nor a conclusion.



<b>Development</b>	<b>Advanced</b>	<b>Satisfactory</b>	<b>Acceptable</b>	<b>Minimal</b>	<b>Unacceptable (High / Low)</b>
<b>Objective 2A:</b> <b>Quality of Source Support</b>	The writer selects and uses highly credible, relevant, academic sources to support all assertions effectively.	The writer selects and uses highly credible, relevant, academic sources to support nearly all assertions effectively with one or two minor lapses.	The writer selects and uses highly credible, relevant, academic sources to support most assertions adequately with no more than one major lapse.	The writer selects and uses credible, relevant, academic sources to support a few assertions adequately but may have several minor or a few major lapses.	High: The writer selects and uses too few academic sources to support assertions.  Low: The writer includes no discernibly credible sources.
<b>Objective 2B:</b> <b>Relevance of Source Support to Topic Sentences</b>	The writer includes specific, detailed evidence that clearly and effectively supports main ideas presented in the topic sentences of all body paragraphs.	The writer includes specific, detailed evidence that clearly and effectively supports main ideas presented in the topic sentences of nearly all body paragraphs.	The writer includes evidence that adequately supports main ideas presented in the topic sentences of body paragraphs.  Evidence may lack adequate detail to establish relevance or clarity.	The writer includes some evidence, but evidence or details fail to support the main ideas presented in most body paragraphs.  Evidence lacks adequacy, specificity, relevance, or clarity.	High: The writer includes too little evidence to support main ideas presented in the topic sentences of most or all body paragraphs.  Low: The writer includes no evidence in support of topic sentences.
<b>Objective 2C:</b> <b>Adequacy of Source Support</b>	The writer elaborates on all major assertions with relevant, factual data and insightful academic research.	The writer elaborates on nearly all major assertions with relevant, factual data and effective academic research with one or two minor lapses.	The writer elaborates on most major assertions with relevant, factual data and adequate academic research with no more than one major lapse.	The writer elaborates on a few assertions with relevant factual data and adequate academic research but may have several minor or a few major lapses.	High: The writer supports and elaborates too few assertions with relevant factual data or adequate academic research.  Low: The writer includes no discernibly relevant factual data or academic research.
<b>Objective 2D:</b> <b>Relevance of Source Support to Concluding Statements</b>	The writer provides clear, relevant analysis with concluding statements for all body paragraphs that effectively connect ideas between topic sentences (or main ideas) and supporting material.	The writer provides clear, relevant analysis with concluding statements for nearly all body paragraphs that effectively connect ideas between topic sentences (or main ideas) and supporting material.	The writer provides some functional analysis and concluding statements for most body paragraphs that connect ideas between topic sentences (or main ideas) and supporting material.	The writer attempts to provides some analysis and concluding statements for some body paragraphs that connect ideas between some topic sentences (or main ideas) and supporting material, though several may be weak.	High: The writer provides few discernible concluding statements for body paragraphs that connect ideas between topic sentences (or main ideas) and supporting material.  Low: The writer provides no discernible concluding statements for body paragraphs.
<b>Objective 2E:</b> <b>Strategic Application of Source Support</b>	The writer anticipates audience reaction to all assertions and responds strategically with clarifying support to include thorough counterargument(s).	The writer anticipates audience reaction to nearly all assertions and responds with clarifying support, to include effective counterargument(s).	The writer anticipates audience reaction to most assertions and responds with clarifying support, to include functional counterargument(s).  Counterargument(s) may lack relevance, adequacy, specificity, or clarity.	The writer anticipates audience reaction to some assertions and responds with vaguely discernible counter-argument(s).  Counterargument(s) may lack relevance, adequacy, specificity, or clarity.	High: The writer includes little discernible evidence of anticipating audience reaction or of responding with appropriate support or counterargument.  Low: The writer includes no discernible evidence of anticipating or responding to audience reaction.

\*Must meet minimum requirement for length and sources to receive credit for Objective 2.

Diction, Grammar, and Mechanics	Advanced	Satisfactory	Acceptable	Minimal	Unacceptable (High / Low)
<b>Objective 3A:</b>  <b>Diction and Language</b>	<p>The writer selects language that demonstrates a thorough understanding of the academic audience.</p> <p>The writer uses active verb forms and concise language.</p> <p>The writer avoids weak verb forms, wordiness, redundancy clichés and slang expression, and inappropriate first and second-person references.</p>	<p>The writer selects language that demonstrates clear understanding of the academic audience.</p> <p>The writer uses active verb forms and concise language.</p> <p>Language choices reflect one or two minor flaws in multiple areas but reveal no pattern and create no barrier for a reader.</p>	<p>The writer selects language that demonstrates a developing understanding of the academic audience.</p> <p>The writer uses some active verb forms may use other weak verbs repetitively.</p> <p>Language choices reflect no more than one major flaw that reveals a pattern or that may create a barrier for a reader.</p>	<p>The writer selects language that demonstrates inadequate understanding of the academic audience.</p> <p>Language choices reflect two or more major flaws that reveal patterns and create occasional barriers for a reader.</p>	<p>High: The writer uses language that demonstrates little understanding of an academic audience.</p> <p>Language choices create frequent barriers for a reader.</p> <p>Low: The writer uses language that demonstrates no understanding of an academic audience.</p> <p>Language choices create pervasive barriers for a reader.</p>
<b>Objective 3B:</b>  <b>Effective Sentence Structures</b>	<p>The writer employs a variety of sophisticated standard sentence structures free of fragments and run-ons (comma-spliced and fused sentences).</p> <p>No fragments or run-ons are present.</p> <p>The writer employs a sentence structure that creates no significant confusion for a reader.</p>	<p>The writer employs a variety of standard sentence structures nearly free of fragments and run-ons (comma-spliced and fused sentences).</p> <p>No more than two fragments or run-ons are present.</p> <p>The writer employs a sentence structure that may create some confusion for a reader in no more than two places.</p>	<p>The writer employs standard sentence structures with few fragments or run-ons (comma-spliced and fused sentences).</p> <p>No more than three fragments or run-ons are present.</p> <p>The writer employs a sentence structure that may also create confusion for a reader in a few places.</p>	<p>The writer includes some standard sentence structures with more than a few fragments or run-ons (comma-spliced and fused sentences).</p> <p>Several fragment or run-ons are present.</p> <p>The writer employs a sentence structure that creates confusion for a reader in several places.</p>	<p>High: The writer presents nonstandard sentence structures throughout the project.</p> <p>Fragments or run-ons create frequent barriers for a reader and other errors may also confuse a reader.</p> <p>Low: The writer provides few standard sentence structures.</p> <p>Fragments and run-ons or other errors create pervasive barriers for a reader.</p>
<b>Objective 3C:</b>  <b>Grammar, Punctuation, and Mechanics</b>	<p>The writer observes standard written English with exemplary spelling, grammar, and punctuation and only minor one-time errors.</p> <p>The writer avoids unclear pronoun reference and errors in subject-verb agreement, pronoun-antecedent agreement, spelling, punctuation, and capitalization.</p>	<p>The writer observes standard written English with excellent spelling, grammar, and punctuation and only a few minor errors.</p> <p>Errors reveal no patterns and create no significant confusion for a reader.</p>	<p>The writer observes standard written English with adequate spelling, grammar, and punctuation but some errors.</p> <p>Errors may reveal patterns but create no significant confusion for a reader.</p>	<p>The writer observes some conventions of standard written English spelling, grammar, and punctuation.</p> <p>Errors reveal patterns and create occasional barriers for a reader.</p>	<p>High: The writer observes few conventions of standard written English spelling, grammar, and punctuation.</p> <p>Errors reveal patterns and create frequent barriers for a reader.</p> <p>Low: The writer observes no conventions of standard written English.</p> <p>Errors create pervasive barriers for a reader.</p>

<b>Format and Documentation</b>	<b>Advanced</b>	<b>Satisfactory</b>	<b>Acceptable</b>	<b>Minimal</b>	<b>Unacceptable (High / Low)</b>
<b>Objective 4A:</b> <b>Paper Format and Documentation Style</b>	The writer presents both the paper and end-of-text documentation (Works Cited) according to MLA format with very little error.	The writer presents both the paper and end-of-text documentation (Works Cited) according to MLA format with a few minor errors	The writer attempts to present both the paper and end of text documentation (Works) according to MLA format but with several minor errors.	The writer may attempt to present both the paper and end-of-text documentation (Works Cited) according to MLA format but with several errors that indicate a lack of time and attention given to MLA style requirements.  The paper may reflect some major flaws in basic paper format or end-of-text documentation, such as lack of essential content for the citations.	High: The writer presents little evidence of formatting either the paper or end-of-text documentation with appropriate style prescriptions.  The paper reflects numerous major flaws in basic document format or end-of-text documentation.
					Low: The writer includes no end-of-text documentation, and, therefore, the student will not receive a grade for this product.
<b>Objective 4B:</b> <b>Direct Quotation</b>	The writer integrates all quoted material smoothly, accurately, and responsibly, with thorough attribution and signal phrasing.  No quotations stand alone or read awkwardly.	The writer integrates nearly all quoted material smoothly, accurately, and responsibly, with effective attribution and signal phrasing.  No quotations stand alone or read awkwardly.	The writer integrates most quoted material accurately and responsibly, with functional attribution and signal phrasing.  No quotations stand alone, though some may read awkwardly.	The writer integrates some quoted material accurately and responsibly.  Some quotations may lack attribution, may read awkwardly, or may stand alone.	High: The writer integrates little quoted material accurately and responsibly.  Most quotations lack attribution, read awkwardly, or stand alone.
					Low: The writer includes no discernible direct quotation.
<b>Objective 4C:</b> <b>Accuracy and Ethicality</b>	The writer summarizes, paraphrases, or quotes and acknowledges all source material accurately and responsibly.  The writer presents an appropriate balance of all source material (summarized, paraphrased, or quoted) with in-text citations in MLA format with very few errors, if any.	The writer summarizes, paraphrases, or quotes and acknowledges nearly all source material accurately and responsibly.  The writer presents an appropriate balance of nearly all source material with in-text citations in MLA format and some minor errors.	The writer summarizes, paraphrases, or quotes and acknowledges most source material accurately and responsibly.  The writer presents most source material with in-text citations in MLA format with several minor errors.	The writer summarizes, paraphrases, or quotes and acknowledges some source material accurately and responsibly.  The writer attempts to present some source material with in-text citations but several minor errors or a few major errors indicate a lack of time and attention given to MLA style requirements.	High: The writer includes little evidence of incorporating and citing source material accurately and responsibly.  Most source material lacks adequate or appropriate in-text citations.
					Low: The writer includes no evidence of incorporating or citing source material, and, therefore, the student will not receive a grade for this product.

\*Any intentional plagiarism or any paper without documentation will not be graded.

TO: English 111 Instructors

FROM: Lindsay Smith and Kellen Pagán, English CT Assessment Coordinators

DATE: August 14, 2014

SUBJECT: Fall 2014 Assessment Data Collection

For the 2014-2015 assessment cycle, the English department will utilize a newly-modified rubric; the rubric continues to align with our English College Transfer Objectives (attached), so it will be used across the department as a reliable tool for student assessment. We will collect student data from selected English 111 classes in order to evaluate student achievement in our area.

As you use the rubric and collect data, please take the following steps:

1. Attached, you will receive notification of the class (or classes) from which the assessment team will need data.
2. Throughout the semester, you are encouraged to use the rubric to assess other writing assignments. Please make sure your students are familiar with the rubric before you assess research papers. Please make sure your feedback aligns with the weighted value of the rubric in order to ensure proper student development.
3. In the final third of the semester, you must use the rubric (attached) to assess a research-based academic paper. This paper should be a minimum of 1,500 words, not including the Works Cited page, and it should include a minimum of five, varied sources. As you use the rubric, please make sure you use the comment box for your students.
4. Once you finish grading all research papers with the rubric, please make a copy of each paper and rubric. On the copied papers, make sure you hide student and instructor names on all documents.
5. After you make the copies of your papers, please number each student paper and rubric (1-30). Please use the assigned numbers to fill out your Instructor Assessment Data Sheet (attached), and on your data sheet, you should take care to note your course section number in the appropriate box. Please double check your numbers to ensure that you have copied them correctly to your data sheet.
6. Please place your completed Instructor Assessment Data Sheet on top of your stack of copied papers, and please keep your papers in numerical order. For each copied paper, you should place the student's rubric on top of the research paper. You should note your section number on your Data Sheet.
7. Once you have arranged your paperwork, please submit it to Lindsay Smith's office, CUH 395, in an interdepartmental mail envelope. If I am not in my office, please place your paperwork in the hanging folders on my door. Please identify your course section number on the front of the envelope.

8. Deadline: Your paperwork is due on December 16, 2013 by noon. If you are teaching a course in the first eight weeks of the semester, please submit your paper work at the end of your course.

Please note: The 2014-2015 rubric includes important changes from the previous cycle, including different weighted values for Objectives Two and Four. Please double check that your FA14 classes, especially the Blackboard sites, include the updated rubric.

Throughout the semester, if you have any questions or concerns about the rubric, its implementation, or the data collection process, please do not hesitate to ask. In advance, we thank you for your help this semester.

### **English 111: Fall 2014 Assessment Course Selections**

ENG.111.0013 (MWF @ 11)

ENG.111.0909 (INET)

ENG.111.5H01 (MW @ 1)

ENG.1113.0028 (MWF @ 8)

ENG.111.0019 (TR @ 12)

ENG.111.0030 (MWF @ 11)

ENG.111.0903 (INET)

ENG.111.2002 (TR @ 12)

ENG.111.0901 (INET )

ENG.111.0009 (MWF @ 10)

ENG.111.5W13 (INET)

ENG.111.0018 (TR @ 12)

ENG.111.0020 (MWF @ 1)

ENG.111.0006 (TR @ 9)

ENG.111.0008 (MWF @ 10)

ENG.111.2901 (INET)

ENG.111.0010 (TR @ 10)

ENG.111.0029 (MWF @ 10)

ENG.111.1003 (MWF @ 9)

ENG.111.0031 (M @ 4)

ENG.111.0024 (MWF @ 2)

ENG.111.0011 (TR @ 10)

ENG.111.0021 (TR @ 1)

## ENGLISH 111: Instructor Assessment Data Sheet

Section Number \_\_\_\_\_

Student Number	Objective 1 /30	Objective 2 /40	Objective 3 /15	Objective 4 /15	Total /100
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
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16					
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21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Student \_\_\_\_\_

Total Points Earned \_\_\_\_\_

## FTCC ENGLISH DEPARTMENT: WRITING RUBRIC

*Please note: Any student who intentionally plagiarizes a paper will automatically receive a zero on the assignment. Instructors will not grade any research paper submitted without documentation (including in-text citations **and** a Works Cited page).*

For an academic essay, the writer should:

### OBJECTIVE 1: ORGANIZATION AND FOCUS (30%)

- 1A. Establish a clear and specific thesis in the introduction to guide the paper. (10\*)
- 1B. Develop clear and specific topic sentences for each body paragraph that connect to the thesis. (5\*)
- 1C. Maintain a logical organizational flow for the body paragraphs with transitional phrases to show relation of ideas. (5\*)
- 1D. Construct an effective introduction and conclusion to unify the focus and significance of the paper. (10\*)

Comments:

OBJECTIVE 1 SCORE: /30

Advanced (30-29); Satisfactory (28-26); Acceptable (25-23); Minimal (22-21); Unacceptable (20-0)

### OBJECTIVE 2: DEVELOPMENT (40%)

*\*Students who do not reach minimum requirements with length and sources will not receive credit in this area.*

- 2A. Select credible, academic source material to support paper claims effectively. (5\*)
- 2B. Choose specific and detailed examples to illustrate the main ideas of the paper. (10\*)
- 2C. Elaborate on major assertions with factual, logical, and appropriate support. (10\*)
- 2D. Make clear connections between the supporting material and the main ideas for the audience. (10\*)
- 2E. Anticipate audience reaction to topics and respond with clarifying support. (5\*)

Comments:

OBJECTIVE 2 SCORE: /40

Advanced (40-37); Satisfactory (36-34); Acceptable (33-31); Minimal (30-28); Unacceptable (27-0)

**OBJECTIVE 3: GRAMMAR AND MECHANICS (15%)**

- 3A. Select appropriate diction (word choice) to match standard conventions. (\*5)
- 3B. Employ standard sentence structure by avoiding run-on sentences and sentence fragments. (\*5)
- 3C. Apply conventions of Standard Written English, to include punctuation, subject-verb agreement, and spelling. (\*5)

Comments:

OBJECTIVE 3 SCORE: /15

Advanced (15-14); Satisfactory (13); Acceptable (12); Minimal (**11**); Unacceptable (10-0)

**OBJECTIVE 4: SOURCES AND DOCUMENTATION (15%)**

- 4A. Present the paper and Works Cited page in standard MLA format. (\*5)
- 4B. Integrate quoted material with smooth, effective control. (\*5)
- 4C. Paraphrase, quote, and cite material with correct formatting and in-text citations. (\*5)

Comments:

OBJECTIVE 4 SCORE: /15

Advanced (15-14); Satisfactory (13); Acceptable (12); Minimal (**11**); Unacceptable (10-0)

\*Points Available

**Objective Totals:**

Objective 1:	/30
Objective 2:	/40
Objective 3:	/15
Objective 4:	/15

**Student needs to focus primarily on the following****objective measures:**

*Example: 1B, 3A, and 4C*

\_\_\_\_\_

**Total Points Earned:**      **/100**

*Updated Fall 2014*

Eng 111 with scores above 77%									
Class / Outcome	Total number of papers above 77%	Total number of papers	Percent of scores above 77%	Total scores with less than 77%	Percent of scores with less than 77%				
Organization	233	295	79.0%	62	21.0%				
Development	227	295	77.0%	68	23.0%				
Grammar	206	295	70.0%	89	30.0%				
Documentation	159	295	54.0%	136	46.0%				
Combined	208	295	70.5%	87	29.5%				

## BIO 111 Rubric

	<b>Hypothesis statement</b>	<b>Interpretation of results</b>	<b>Identification of experimental limitations</b>	<b>Recognition complications with the experimental design</b>	<b>Identification of further research potential</b>
20	Hypothesis statement is clearly stated and described. Pertinent information should be clearly and logically described.	Evaluation of analyzed data in the controlled experiment is clear and fully described with logical progression. Interpretation is clearly supported using multiple peer-reviewed scientific publications.	Limitations of the controlled experiment are clearly and fully described using information obtained from scientific publications when necessary.	The experimental design of the controlled experiment is critically evaluated for design complication or flaws. Student may use scientific publications as support.	Research potential of the controlled experiment is clearly evaluated and described using established data and scientific publications.
15	Hypothesis statement and all relevant information is stated and described in a way that will not significantly circumvent comprehension.	Evaluation of analyzed data in the controlled experiment is described in a way that will not significantly circumvent comprehension. Interpretation is supported using peer-reviewed scientific publications.	Limitations of the controlled experiment are described using information obtained from scientific publications when necessary. Any missing information will not circumvent comprehension.	The experimental design of the controlled experiment is critically evaluated for design complication or flaw. Missing information will not significantly affect the student's evaluation of the experimental design. Student may use publications as support.	Research potential of the controlled experiment is evaluated and described using established data and scientific publications. Missing information will not significantly circumvent reader comprehension.
10	Hypothesis statement and relevant information is described with missing information or	Evaluation of analyzed data in the controlled experiment is described with missing information and may lack logical	Limitations of the controlled experiment are described using information obtained from scientific	The experimental design of the controlled experiment is evaluated for design complication or flaw. Missing information or	Research potential of the controlled experiment is evaluated and described. Missing information will obstruct reader

## BIO 111 Rubric

	ambiguities that would pose a significant obstacle in comprehension.	progression. Interpretation may lack support by use of peer-reviewed scientific publications.	publications when necessary. Information or logical progression is missing which impedes readers understanding.	faulty interpretation of the experimental design impedes reader understanding. Student may or may not use publications for support.	understanding. Students may or may not use established data or scientific publications.
5	Hypothesis is stated but has no supporting description or clarification.	Evaluation of analyzed data in the controlled experiment is incomplete and is missing information that obstructs understanding. Few or no peer-reviewed scientific publications were used.	Limitations of the controlled experiment are described. Enough missing information and supporting publications obstructs readers understanding.	The experimental design of the controlled experiment is evaluated for design complication or flaw. Interpretation of the experimental design is missing information or wrong so that the reader has no understanding of the student's interpretation. Student may or may not use publications for support.	Research potential of the controlled experiment is evaluated and described. The information presented is incorrect or missing enough information that the reader cannot understand the presented information. Students may or may not use established data or publications.
0	Hypothesis was not stated.	There is no interpretation of results.	No limitations are included.	No discussion of the complications in experimental design is included.	Further research potential is not discussed.

FTCC ART 111, Art Appreciation, Global Awareness Assessment, Essay Assignment

- Use the names of artists and art below to find a work of Art to discuss in essay form. Identify the work of art by title, artist, period/style, genre, and geographic/cultural origin.
- In your essay describe the art object in terms of the Visual Elements and Principles of Design.
- Through research, present what scholars have said about the meaning of that work of art in the context of the history of art. Please use proper MLA formatting.
- Include in your discussion what the uses of the object/objects were at the time it was made and what the impact of that work of art has been on the culture who created it.
- Your conclusions should include your interpretations of the work of art.

Contemporary Syrian Artists

Safwan Dahoul

Tammam Azzam

Iman Hasbani

Kais Salman

Saad Yagan

Abdul Kerim Majdal Al-Beik

Alice Al Khatib

Ancient Assyrian Art

Assyrian Relief of Nimrod

Lion Hunt from the Palace Complex Assurnasirpal

Victory Stele of Narum-Sin

## Cultural Awareness Rubric

003	AF	1	1	1	0	0	3
003	AF	1	1	1	0	0	3
004	AF	3	3	3	3	3	15
004	AF	3	2	3	3	3	14
004	AF	3	3	3	3	3	15
004	AF	3	2	3	3	3	14
1904	AFA	4	4	4	4	4	20

**71% of AFA students met the goal  
2 students scored less than 2**



0.60	0.6
0.60	1
3.00	3
2.80	3
3.00	2.8
2.80	2.8
	4

## FTCC Quantitative Reasoning Skills Rubric

<b>Criteria</b>	<b>(4) 17-20 Exemplary</b>	<b>(3) 13-16 Satisfactory</b>	<b>(2) 9-12 Acceptable</b>	<b>(1) 5-8 Minimal</b>	<b>(0) 0-4 Unacceptable</b>
Understands the problem	Presents evidence that the student fully understands the purpose of the assignment, concepts and interrelated ideas.	Presents evidence that the student understands the purpose of the assignment, concepts and interrelated ideas with only minor misinterpretations.	Presents evidence that the student partially understands the purpose, concepts and interrelated ideas in the assignment.	Presents little evidence that the student understands the purpose, concepts and interrelated ideas in the assignment.	Does not understand the assignment.
Communicates Quantitative Information	Communicates quantitative information numerically and/ or graphically.	Communicates quantitative information numerically and or graphically with only minor misinterpretations.	Communicates quantitative information numerically and/ or graphically with minor misinterpretations.	Communicates quantitative information numerically and/ or graphically with significant misinterpretations.	Does not communicate quantitative information.
Extracts quantitative information	Uses quantitative information numerically and /or graphically.	Uses quantitative information numerically and/ or graphically with only minor misinterpretations.	Uses quantitative information numerically and /or graphically with minor misinterpretations.	Uses quantitative information numerically and /or graphically with little understanding.	Does not use quantitative information.
Solves the problem	Demonstrates the ability to present a logical solution based upon quantitative information.	Demonstrates the ability to present a logical solution based upon quantitative information with few minor interpretations.	Demonstrates the ability to present a logical solution based upon quantitative information with major flaws.	Presents a solution that is illogical based upon quantitative information.	Does not present any solution based upon quantitative information.
Evaluates the results	Interprets findings by offering alternative solutions, making correct inferences, and/ or applying the solutions to real life.	Interprets findings by offering alternative solutions, making correct inferences, and/ or applying the solutions to real life with only minor flaws.	Interprets findings by offering alternative solutions, making correct inferences, and/ or applying the solutions to real life with major flaws.	Interprets findings by offering alternative solutions, but making incorrect inferences and/ or incorrectly applying the solutions to real life.	Does not interpret findings by offering alternative solutions.

**Score Total:** \_\_\_\_\_

**Scores: 17-20 (4); 13-16 (3); 9-12 (2); 5-8 (1); 0-4 (0)**

Section Number: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Student Program: \_\_\_\_\_

Student &gt;30+ Hours: Y / N

### FTCC General Education Rubric: Computer Literacy

Ability to:	Exemplary (4)	Satisfactory (3)	Acceptable (2)	Minimal (1)	Unacceptable (0)
Communication Tools	Selects and utilizes appropriate communication tool to send a clear message with appropriate style, tone, grammar, and language.	Selects and utilizes appropriate communication tool to send a message with appropriate tone, grammar, and language. Has some problems with style and/or clarity.	Selects and utilizes appropriate communication tool to send a message with appropriate tone and language. Has some problems with style, language, and/or clarity.	Sends a message using incorrect communication tool. Has significant problems with tone and/or grammar. Has some problems with style, language, and/or clarity.	Sends a message using incorrect or inappropriate communication tool, unacceptable tone and/or language, vague or missing information in content, inappropriate language such as profanity or text-speak.
Research Tools	Selects and utilizes an appropriate database to find and select a discernible variety of appropriate and purposeful academic source materials using appropriate limiters (e.g., keyword searches, dates of publication, and source types).	Selects and utilizes an appropriate database to find and select appropriate academic source materials using appropriate limiters (e.g., keyword searches, dates of publication, and source types).	Selects and utilizes an appropriate database to find and select some academic source materials using some limiters (e.g., keyword searches, dates of publication, and source types).	Selects and utilizes an appropriate database to find and select few academic source materials. No limiters used.	Without using an appropriate database, find and select nonacademic source materials (that generate non-scholarly resources).
Computer Program Utilization	Selects and utilizes appropriate program to create a document. No errors in spelling or grammar. Clear content that is easily understood. Document submitted on time as assigned.	Selects and utilizes appropriate program to create a document. Document formatted correctly using appropriate program. Few errors in spelling or grammar. Clear content. Document submitted on time as assigned.	Selects and utilizes appropriate program to create a document. Document formatted correctly using appropriate program. Some errors in spelling and/or grammar. Some unclear content. Document submitted on time as assigned.	Selects and utilizes appropriate program to create a document. Document has some format problems; completed using appropriate program. Errors in spelling and/or grammar. Content unclear. Document submitted on time as assigned.	Selects and utilizes incorrect or inappropriate program to create a document. Document has format problems. Errors in spelling and/or grammar. Content unclear. Document submitted late or not as assigned.

Committee Minutes  
<<Art Advisory Meeting>>  
<<April 15, 2016, 12:00 – 2:00pm, FTCC Cafeteria>>

Members present: <<Enter Name & employment status as faculty or staff (using the legend of S or F) for each person present at the meeting>>

Legend: (A= Administration, F = Faculty, S = Staff)

F Robin Teas FTCC  
F Dennis Johnson FTCC  
F Daniel Pappas FTCC  
F Katharine Morrill FTCC  
F Callie Goss FTCC  
A Debra Mintz Arts Council  
F Dwight Smith FSU  
F Phoebe Wilson FSU

Members absent: << Enter Name & employment status as faculty or staff (using the legend of S or F) for each person absent from the meeting>> Legend: (A= Administration, F = Faculty, S = Staff)

OLD BUSINESS:

- Last years minutes were reviewed and approved from previous year.
- Discussed changes that have occurred in the inner workings of FTCC including faculty/ staff and administration changes.

NEW BUSINESS:

- Johnson had mentioned to meeting about staff/ faculty and administration changes that occurred within the last year.
  - o FTCC lost the Associate VP, Dean and Department Chair of Fine Arts. Johnson is the new Department Chair for Fine Arts. There will be no division chair or Associate VP.
  - o New Faculty member in the Visual Arts, Callie Goss
- Big change for the coming Fall 2016 is the change to the degree's requirements and the name. It will now be Associate in Fine Arts in Visual Arts (A10600). This change will help make the Visual Arts more streamline.
  - o Teas had made some comments in regards to the changes. "These are changes that are mandated by the state for visual art which will be a new number and requirements are different. It is stream lining the program and the electives to help them graduate within the 2 years. We eliminated videography, survey of American art and nonwestern art history (a course that would be 3<sup>rd</sup> or 4<sup>th</sup> year courses). Our Digital Photography course we found that some schools want to students to have coming in while others do not, however no matter the school this course would be taught in the later part of their program at the 4 year level. We had to add courses that were not being taught regularly. Drawing 2, Figure Drawing and Printmaking. Goss developed the printmaking course with changes that have helped strengthen the students and broadened their education. Program electives will cycle Drawing I, Print I, Paint I and etc. To help set them up if they transfer to a larger school. The changes will help reflect to the program they transfer to. Over the last year we have noticed we have been getting a lot of humanities students and not enough art students, but also because we have no pre requirements. Students are into getting classes where they are not prepared. For example students who have never taken Drawing I are taking Painting I, which you have to have a basic drawing understanding and skill level. This unpreparedness brings down the level being taught because the instructor has to tailor the whole course to the 2-3 students not prepared. Durham tech and Wake tech both have reading level requirements. We are

- asking the Advisory Board to put into place English and Reading prerequisites for courses? This will help prepare students and increase retention and engage them until they have completed their programs (new mandate).
- Smith & Phoebe agrees - I recommend you do that because it only helps the students especially the students that really want to achieve a certain level or success in the course and program. If they do not come prepared they have dropped or withdrawn.
  - (Advisory Board asked Dwight from FSU what he does if he gets a student who is not ready for a course or cannot read.) What do you do if you come across a student who cannot read? Student success center which is asking them to go from basic reading level to college in 6 weeks which cannot happen. University College for basic skills classes.
  - Phoebe 2<sup>nd</sup> recommendation
- Degree Plans for Theater – Degree Plans for Theater – Theater, 4 plays a year, Musical in Fall. Think about strengths
- Now more open instead of streamline. According to state theater criticism, Readers Theater, acting 1 and 2, stage makeup, stage craft, voice and performance, play production. There are some problems with theater criticism, which has theater appreciation as a prerequisite, but it is not part of the program. Two tracks performance track, and design technical track.
- FSU requires intro to theater for any theatre course.
- All schools should meet up to sit down and see course equivalents between schools.
- Music - degree didn't change. Name changed. Daniel Pappas also has received new classroom and equipment. This year Pappas began pushing for more public performances for the students.
- Can we recommend to have Pappas be part of changes for future music stuff? Would have been nice to take theory 3 and 4 off so could take more classes to prepare students for 4 year school. How do we word recommendation to revisit those upper level music classes to include music faculty in the visitation (Phoebe) (Mintz seconds recommendation) To prepare them for larger school and more intense programs.
  - Did change the book with online elements to help them listen and learn for the class.
  - Jazz is a core class; very popular should have more to help with retention.
  - Started a chorus course, which is very strong and going well. The ensemble is a hodge podge but it is what we have. So trying to get more numbers. Playing a lot on campus played 3 already this semester.
  - Basic issue not enough people stretched to thin.
  - Suggestion – if you are having a hard time finding people to play an instrument, but you could probably find faculty or other people and do jam sessions to find more people to help with program and experience of playing music. Any value?
  - Would like students to participate in community orchestra for credit, but ftcc does not allow. Students need to perform and should be allowed to take advantage of stuff in community.
- Pappas had asked the Advisory Board to help recommend action to be taken to hire another full time Faculty member to help aid in the growing department of Music. Currently he teaches most courses while Adjuncts teach the rest. Pappas did just hire an adjunct with Opera singing experience which he believes could help with the voice part of the department and he would be delighted if he could hire her full time.
- Dwight Denise Patton teaches in the late afternoon. Moving to a 3 3 format in fall for the Jazz, has an instructor that could come work face to face. Talk to parkers, Finn.
- Shell instructor and bring in jazz instructors.
- Gallery:
- Morrill took over for Teas in fall but was able to get a good variety of different artists and disciplines and includes more of the community. Looking at statistics up from last year. Change of locations, there are benefits in which the new area brings in new people that wouldn't normally come, also helps bring in more people because of curb appeal. In process of purchasing new lighting and hanging systems. Old system went in 615 for the presentation of student work. FTCC

student show Tuesday and collaborated with culinary and music to bring different programs together. 74 visitors from the first night!

- Smith: What is the budget?
- 12,000 total grants were 7 or 8,000 and was three years ago just now to get it. Was for floor but since we moved used it for lighting. Yearly budget.
- New location is better for on and off campus visitors to help find. Talking about ways to help hide the technology in the room.
- Morrill – Something to do we have been asked to showcase more student work so we approached it with do it and ask permission later. Getting more people to ask to participate and getting more work in the literary magazine and work with biology department. Part of grant to install frames.
- Photographing work to get more copies of student work.
- Mintz suggests: Fourth Friday Space Grants could FTCC work with them. Public exposure.

Main Idea with meeting:

- We are extremely under staffed and could use another music person, another Theater Person, maybe even a dance instructor.
- Recommend for more people. Does not make sense why there is one music and 3 art people (Dwight)

Actions/Activities/Assignments before next meeting:

- Recommend to pursue the further collaborative effort between FTCC and FSU (Dwight)
- Send letter to those retiring if want to be on board.
- On record Mintz very impressed with the art department is doing with resources available to them and the amazing amount of work that you are doing. Thank on behalf of the community. Phoebe seconds it.

Next Meeting: October 2016

Adjournment: Meeting Adjourned at 2:00pm will send out invitations to get more people to come to meeting.

Minutes Prepared by: Callie Goss 4/15/2016

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

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

## **Extract from the 2016 Graduate Survey-IE Office**

**Please indicate your level of agreement with the following statements:**

**a. I feel confident in my ability to communicate effectively in speaking, writing, reading and listening.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	441	70.2	70.8	70.8
	Agree	177	28.2	28.4	99.2
	Disagree	2	.3	.3	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	623	99.2	100.0	
Missing	System	5	.8		
Total		628	100.0		

**b. I feel confident in my ability to think critically when analyzing problems and making decisions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	442	70.4	71.4	71.4
	Agree	173	27.5	27.9	99.3
	Disagree	1	.2	.2	99.5
	Strongly Disagree	3	.5	.5	100.0
	Total	619	98.6	100.0	
Missing	Don't Know	2	.3		
	System	7	1.1		
	Total	9	1.4		
Total		328	100.0		

**c. My cultural awareness and socialization skills have prepared me for the changing global environment of the 21st century.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	423	67.4	69.0	69.0
	Agree	181	28.8	29.5	98.5
	Disagree	5	.8	.8	99.3
	Strongly Disagree	4	.6	.7	100.0
	Total	613	97.6	100.0	
Missing	Don't Know	9	1.4		
	System	6	1.0		
	Total	15	2.4		
Total		628	100.0		

**d. I feel confident in my ability to use and process quantitative information.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	415	66.1	67.2	67.2
	Agree	198	31.5	32.0	99.2
	Disagree	3	.5	.5	99.7
	Strongly Disagree	2	.3	.3	100.0
	Total	618	98.4	100.0	
Missing	Don't Know	3	.5		
	System	7	1.1		
	Total	10	1.6		
Total		628	100.0		

e. I consider myself to be computer literate.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	407	64.8	66.0	66.0
	Agree	191	30.4	31.0	96.9
	Disagree	13	2.1	2.1	99.0
	Strongly Disagree	6	1.0	1.0	100.0
	Total	617	98.2	100.0	
Missing	Don't Know	1	.2		
	System	10	1.6		
	Total	11	1.8		
Total		628	100.0		



# *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](http://www.faytechcc.edu)



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

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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 black ink, appearing to read "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*