

# Fayetteville Technical Community College

## Detailed Assessment Report 2015-2016 Basic Law Enforcement Training *As of: 8/01/2016 11:06 AM EST*

### Mission / Purpose

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This course covers the skills and knowledge needed for entry-level employment as a law enforcement officer in North Carolina. Upon successful completion, the student will be able to demonstrate competence in topics and areas required for the state comprehensive certification examination.

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

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#### **SLO 1: Appropriately restrain a subject.**

Students will conduct basic, practical, and effective arrest techniques and subject control methods for combative and resistive behavior encountered in the law enforcement profession.

#### Relevant Associations:

##### Standard Associations

##### **ACJA- Basic Law Enforcement Training**

- 2.1.1 A "lesson purpose."
- 2.1.2 A list of "training objectives." Students should know and be told that materials in lesson plans that address an objective are typically used to construct all written and other performance tests items. Training objectives also correspond to specific job tasks directly associated with law enforcement duties.
- 2.1.3 The minimum number of hours required for the topic area.
- 2.1.4 All instructional methods needed to deliver the lesson to include, but not limited to, lectures, practical exercises, and classroom discussions.
- 2.1.5 Training aids and equipment required to deliver the lesson
- 3.1 Testing Methods- Written tests for each topic MUST be constructed and administered to each student periodically during the Basic Law Enforcement Training Course. Practical exercises/tests should also be developed as needed to further measure the students' comprehension of the material.

##### General Education/Core Curriculum Associations

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

##### Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 4 Focus on workforce preparedness to support economic development.

##### Strategic Objectives Associations

##### FTCC

- 3 Partner with community organizations to connect students to potential employers.
- 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: Appropriately restrain a subject**

**What and Why:** Students will be given a written exam per each topical area and must participate in practical exercises as required by the state of North Carolina. The students will demonstrate the use of pressure points to control certain levels of resistant behavior, different techniques of control for various levels of assaultive and resistive behavior, the use of impact weapons to control/defend attacks, the ability to control, handcuff, and search an individual subsequent to arrest, and weapon retention and weapon disarming. Each student will be evaluated by an instructor and be required to pass practical skills portion of the block. In order for a student to become a sworn law enforcement officer in the state of North Carolina each student must successfully pass the written exam and practical exercise.

**How:** Written exams and a pass/fail practical exercise will be assessed by a certified instructor and documented on a state mandated check off sheet with all required actions.

**When and Who:** (Fall 2015 day and night classes and Spring 2016 day class). The data collection will occur at the end of each individual block of instruction by the Basic Law Enforcement Training School Director.

Source of Evidence: Evaluations

#### **Connected Document**

[2015-2016 Restraining a Subject \(Goal #1 Source\)](#)

#### **Target:**

90% of the BLET students must pass the evaluation portion of how to appropriately restrain a subject.

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

For the 2015-2016 academic school year 100% of students who were enrolled in the "Appropriately Restrain a

Subject" portion of the class passed the evaluation phase. Students were evaluated by an North Carolina Criminal Justice Education Training and Standards Commission approved Subject Arrest Control Techniques instructor.

**Connected Document**

[2015-2016 Restraining a Subject \(Goal #1 Evidence\)](#)

**SLO 2: How to Complete an Appropriate Traffic Stop**

Students will be provided with techniques and methods used in connection with traffic law enforcement, procedures used in directing and controlling traffic, and aspects of both "unknown risk" and "known risk" vehicle stops.

**Relevant Associations:**

**Standard Associations**

**ACJA- Basic Law Enforcement Training**

2.1.1 A "lesson purpose."

2.1.2 A list of "training objectives." Students should know and be told that materials in lesson plans that address an objective are typically used to construct all written and other performance tests items. Training objectives also correspond to specific job tasks directly associated with law enforcement duties.

2.1.3 The minimum number of hours required for the topic area.

2.1.4 All instructional methods needed to deliver the lesson to include, but not limited to, lectures, practical exercises, and classroom discussions.

2.1.5 Training aids and equipment required to deliver the lesson

3.1 Testing Methods- Written tests for each topic MUST be constructed and administered to each student periodically during the Basic Law Enforcement Training Course. Practical exercises/tests should also be developed as needed to further measure the students' comprehension of the material.

**General Education/Core Curriculum Associations**

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

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

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

4 Demonstrate quantitative competencies.

5 Demonstrate computer literacy.

**Institutional Goals 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.

**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 2: How to Complete an Appropriate Traffic Stop**

**What and Why:** Students will be given a written exam and must participate in practical exercises as required by the state of North Carolina. Students will demonstrate a tactically safe "known risk" and "unknown risk" traffic stop that includes: correct radio procedures, vehicle positioning, initiating verbal contact, observing suspicious behavior, and responding to legally armed individuals. The student will also demonstrate the ability to issue the uniform citation, write a charge not printed on the citation and explain the charge to the violator and the proper procedure for disposition of the citation. In order for a student to become a sworn law enforcement officer in the state of North Carolina each student must successfully pass the written exam and practical exercise.

**How:** Written exams and practical skills tests will be administered by a Commission certified instructor. The student will be evaluated by the instructor on their vehicle approach, tele communicator information, vehicle positioning, officer approach, offender control, enforcement activity, and departure. At the end of the block instruction the student will review the lesson plan and type up a practice test to assist them in studying the material for their exam.

**When and Who:** (Fall 2015 day and night classes and Spring 2016 day class) The data collection will occur at the end of each individual block of instruction by the Basic Law Enforcement Training School Director.

Source of Evidence: Evaluations

**Connected Document**

[2015-2016 Conducting a Traffic Stop \(Goal #2 Source\)](#)

**Target:**

90% of the BLET students must pass the evaluation portion of How to Complete an appropriate Traffic Stop.

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

For the 2015-2016 academic school year 100% of students who were enrolled in the "How to Complete an Appropriate Traffic Stop" portion of the class passed the evaluation phase. Students were evaluated by an North Carolina Criminal Justice Education Training and Standards Commission approved general instructor.

**Connected Document**

[2015-2016 Conducting a Traffic Stop \(Goal #2 Evidence\)](#)

**SLO 3: Operate a Law Enforcement Vehicle**

At the end of the block of instruction, each student possess the basic knowledge and skills necessary for operating a vehicle while performing the functions of a law enforcement officer.

**Relevant Associations:**

## Standard Associations

### **ACJA- Basic Law Enforcement Training**

- 2.1.1 A "lesson purpose."
- 2.1.2 A list of "training objectives." Students should know and be told that materials in lesson plans that address an objective are typically used to construct all written and other performance tests items. Training objectives also correspond to specific job tasks directly associated with law enforcement duties.
- 2.1.3 The minimum number of hours required for the topic area.
- 2.1.4 All instructional methods needed to deliver the lesson to include, but not limited to, lectures, practical exercises, and classroom discussions.
- 2.1.5 Training aids and equipment required to deliver the lesson
- 3.1 Testing Methods- Written tests for each topic MUST be constructed and administered to each student periodically during the Basic Law Enforcement Training Course. Practical exercises/tests should also be developed as needed to further measure the students' comprehension of the material.

## General Education/Core Curriculum Associations

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

## Institutional Goals 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.

## Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.

## Related Measures

### **M 3: Operate a Law Enforcement Vehicle**

**What and Why:** This block of instruction is designed to provide the student with the basic knowledge and skills necessary for operating a vehicle while performing the functions of a law enforcement officer. Each student will demonstrate the ability to use acceptable vehicle control methods by successfully completing the following practical exercises: offset lane maneuver, fixed radius curve, precision exercise, serpentine exercise, evasive exercise, emergency response driving, and pursuit driving. At the end of the block instruction the student will review the lesson plan and type up a practice test to assist them in studying the material for their exam. Students will be given a written exam and must participate in practical exercises as required by the state of North Carolina. In order for a student to become a sworn law enforcement officer in the state of North Carolina each student must successfully pass the written exam and practical exercise.

**How:** Written exams and practical exercises will be assessed by a certified instructor and documented on evaluation sheets.

**When and Who:** (Fall 2015 day and night classes and Spring 2016 day class) The data collection will occur at the end of each individual block of instruction by the Basic Law Enforcement Training School Director.

Source of Evidence: Writing exam to assure certain proficiency level

### **Connected Document**

[2015-2016 Operate a LE Vehicle \(Goal #3 Source\)](#)

### **Target:**

90% of the BLET students must successfully pass all seven of the Commission mandated driving courses.

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

For the 2015-2016 academic school year 94% of students who were enrolled in the "Operating a Law Enforcement Vehicle" portion of the class passed. Students passed a written comprehensive exam with a 75% or above and were evaluated by an North Carolina Criminal Justice Education Training and Standards Commission approved driver instructor on all BLET mandated driving courses.

### **Connected Document**

[2015-2016 Operate a LE Vehicle \(Goal #3 Evidence\)](#)

## Analysis Questions and Analysis Answers

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

The strengths of our assessments process allows me an overall view of the academic progress of the students and any areas of weaknesses.

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

It would be nice to have more time to complete a closer and more thorough assessment. It is difficult to complete with each of the 36 topics and practical exercise with the time constraints provided by the North Carolina Criminal Justice Education Training and Standards Commission.

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

The assessments and practicals are proving to be a success. All targets and goals were met for this fiscal year. We still strive to raise the overall success of the program in the areas of knowledge to properly perform an arrest, operate law enforcement vehicles, and appropriately conduct traffic stops.

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

Focus will be directed on hiring quality instructors to teach in accordance with the North Criminal Justice Education and Training Standards Commission standards. We will provide the best possible resources and support in assisting those instructors meet the goal of giving each student the best possible training. Increased practical hours will be added for better preparation of the field.

## **Annual Report Section Responses**

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**Program Review (Academic Units)**

Attached is the most recent academic program review.

**Connected Document**

[Academic Program Review- BLET](#)

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

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

**Connected Document**

[Committee 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](#)

## ***Subject Control/Arrest Techniques***

BLET: 10U

TITLE: SUBJECT CONTROL/ARREST TECHNIQUES

**Lesson Purpose:** To present to the student basic, practical, and effective arrest techniques and subject control methods for combative and resistive behavior encountered in the law enforcement profession.

**Training Objectives:** At the end of this block of instruction, the student will be able to achieve the following objectives in accordance with information received during the instructional period.

1. List and explain the force options.
2. Describe what should be included in the narrative sections in a use of force report.
3. Demonstrate the use of pressure points to control certain levels of resistant behavior.
4. Demonstrate techniques of control for various levels of assaultive and resistive behavior.
5. Demonstrate the use of impact weapons to control/defend attacks.
6. Demonstrate the ability to control, handcuff, and search an individual subsequent to arrest.
7. Demonstrate weapon retention and weapon disarming techniques.
8. Explain the use of aerosol/chemical sprays to control subjects or animals.

**Hours:** Forty (40)

**Instructional Method:** Lecture/Demonstration/Practical Exercise

**Required Equipment and Training Aids:** Audio-visual classroom equipment  
Gymnastic mats

**TITLE: Subject Control/Arrest Techniques – Performance Evaluation**

Student's name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Date: \_\_\_\_\_

The student should demonstrate the following techniques found in the lesson plan:

Technique	Adequate*	Inadequate	Instructor Initials
<b>Group I (2 Inadequate Techniques Allowed)</b>			
1. Pressure Point – Mandibular Angle			
2. Pressure Point – Hypoglossal			
3. Pressure Point – Jugular Notch			
4. Brachial Plexus Origin - <input type="checkbox"/> Back of Hand <input type="checkbox"/> Palm Heel <input type="checkbox"/> Inside Forearm <input type="checkbox"/> Outside Forearm			
5. Suprascapular			
6. Radial Nerve			
7. Common Peroneal - <input type="checkbox"/> Knee Spear <input type="checkbox"/> Shin Kick <input type="checkbox"/> Closed Fist <input type="checkbox"/> Elbow			
8. Femoral Nerve - <input type="checkbox"/> Knee Spear <input type="checkbox"/> Shin Kick <input type="checkbox"/> Closed Fist <input type="checkbox"/> Elbow			
9. Lower Leg Kick			
10. Punches - <input type="checkbox"/> Jab <input type="checkbox"/> Cross <input type="checkbox"/> Hook <input type="checkbox"/> Upper Cut <input type="checkbox"/> Overhand			
<b>Group II (2 Inadequate Techniques Allowed)</b>			
1. Quick Take – Bent Wrist			
2. Quick Take – Arm Bar			
3. Multiple Officer Take Down			
4. Close Quarter Control / SPEAR			
5. Ground Defense – Escape from Mount Position			
6. Ground Defense – Ground Defense			
7. Ground Defense – Standing Up			
<b>Group III (1 Inadequate Technique Allowed)</b>			
1. Handcuffing – Standing <input type="checkbox"/> Search <input type="checkbox"/> Removal			
2. Handcuffing – Kneeling <input type="checkbox"/> Search <input type="checkbox"/> Removal			
3. Handcuffing – Prone <input type="checkbox"/> Search <input type="checkbox"/> Removal			
<b>Group IV (1 Inadequate Technique Allowed)</b>			
1. Weapon Retention (In Holster)– Frontal Attack			
2. Weapon Retention (In Holster)– Side Attack			
3. Weapon Retention (In Holster)– Rear Attack			
4. Weapon Retention (In Holster)–Side-Mount Attack <input type="checkbox"/> Gun Side <input type="checkbox"/> Non-Gun Side			



# Measures & Reporting Findings

## Goal # 1: Appropriately Restrain a Subject

### 2015-02 Fall Night Class

#### Evaluations

Student #1	Pass
Student #2	Withdraw
Student #3	Pass
Student #4	Pass
Student #5	Pass
Student #6	Pass
Student #7	Pass
Student #8	Pass
Student #9	Pass
Student #10	Withdraw
Student #11	Pass

### 2015-03 Fall Day Class

#### Evaluations

Student #1	Pass
Student #2	Pass
Student #3	Pass
Student #4	Pass
Student #5	Pass
Student #6	Pass
Student #7	Pass
Student #8	Pass
Student #9	Pass
Student #10	Pass
Student #11	Pass
Student #12	Pass
Student #13	Pass
Student #14	Pass
Student #15	Pass
Student #16	Pass
Student #17	Pass
Student #18	Pass
Student #19	Pass
Student #20	Pass

### 2016-01 Spring Day Class

#### Evaluations

Student #1	Pass
Student #2	Pass

Student #3	Pass
Student #4	Pass
Student #5	Pass
Student #6	Withdraw
Student #7	Pass
Student #8	Pass
Student #9	Withdraw
Student #10	Pass

## ***Techniques of Traffic Law Enforcement***

BLET: 23R

TITLE: TECHNIQUES OF TRAFFIC LAW ENFORCEMENT

**Lesson Purpose:** To provide students with techniques and methods used in connection with traffic law enforcement, procedures used in directing and controlling traffic, and aspects of both “unknown risk” and “known risk” vehicle stops.

**Training Objectives:** At the end of this block of instruction, the student will be able to achieve the following objectives in accordance with the information presented during the instructional period:

1. List the five (5) major phases of enforcement action.
2. List four (4) types of traffic apprehension.
3. List and describe six (6) methods of observing traffic.
4. Identify and describe the four (4) categories of visual cues from NHTSA D.W.I. detection guide for stopping a vehicle as well as at least two post stop cues.
5. Describe at least one (1) method of conducting selective traffic enforcement.
6. Describe the proper procedures used in visually estimating the speed of a vehicle and clocking vehicles by use of a speedometer.
7. Demonstrate a tactically safe “unknown risk” traffic stop that includes:
  - a) Correct radio procedures
  - b) Vehicle positioning
  - c) Initiating verbal contact
  - d) Observing suspicious behavior
  - e) Responding to legally armed individuals

## ***Techniques of Traffic Law Enforcement***

8. Demonstrate the ability to inspect a driver and his operator's license to determine validity, suspicion, and/or impairment.
9. Describe the proper procedures for having an "unfit" vehicle operator reexamined by the Division of Motor Vehicles.
10. In a practical exercise, demonstrate the ability to issue the uniform citation, write a charge not printed on the citation and explain the charge to the violator and the proper procedure for disposition of the citation.
11. Demonstrate a tactically safe "known risk" vehicle stop that includes:
  - a) Correct radio procedures
  - b) Vehicle positioning
  - c) Verbal commands
  - d) Subject control techniques
  - e) Stopping vans and/or other unusual vehicles
12. Demonstrate the proper method of searching a vehicle, both under independent probable cause and incident to arrest.
13. Identify the elements of North Carolina Driving While Impaired (D.W.I.) and Implied Consent Statutes.
14. List and describe the essential phases of D.W.I. detection.
15. Properly administer and interpret the following field sobriety tests in accordance with the information received during the instructional period:
  - a) Horizontal Gaze Nystagmus (HGN)
  - b) Walk and Turn Test
  - c) One Leg Stand Test
16. State the degree of reliability for each field sobriety test.

## ***Techniques of Traffic Law Enforcement***

17. Successfully complete a narrative D.W.I. incident report and articulate the contents in a clear and convincing manner.
18. Describe the proper procedures for identifying, stopping, approaching, making initial verbal contact, arresting, and processing a person suspected of impaired driving or other careless and reckless operation.
19. Demonstrate effective traffic control procedures in the following situations:
  - a) Accident scenes
  - b) Fire scenes
  - c) Multiple traffic lanes
  - d) Utilizing multiple officers
  - e) Night/low light conditions
20. Demonstrate and describe in writing the proper placement method of flares, traffic cones, and other warning signs at a disaster, fire, or accident scene.
21. Identify, analyze, and investigate road conditions to assess their safety.
22. Describe the proper method of conducting preliminary and follow-up investigations of D.W.I.-Intoxicants/Drug, Felony Traffic Crimes, and Misdemeanor Traffic Crimes.

Hours: Twenty-four (24)  
(Lecture 12 hours; Practical Exercises 12 hours)

Instructional Method: Lecture/Demonstration/Practical Exercises

Required Equipment and  
Training Aids: Audio-visual classroom equipment  
Flashlights  
Police whistles  
Highway flares  
Handouts:  
"North Carolina Uniform Citation"

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Lead Instructor Signature

## **TECHNIQUES OF TRAFFIC LAW ENFORCEMENT PRACTICAL EXERCISE SAFETY INSTRUCTIONS**

**Instructions:** Prior to the practical exercise(s), the instructor will review the safety briefing form with all participants, to include role-players and students. All instructors and participants must sign and date the safety briefing form. The instructor shall retain signed copies of the form(s) signifying that the instructors and participants have reviewed and understood the safety instructions given.

**General Statement:** Students participating in the Basic Law Enforcement Training Course should be exposed to realistic practical exercise scenarios. This realism includes exercises where the use of deadly force and the entire force continuum is simulated. Each instructor has the responsibility to ensure that students and role players are not endangered or injured while participating in this exercise.

**Procedure:**

1. The course instructor must be present during exercises in which firearms or other weapons are used.
2. The instructor should be CPR trained and shall have first-aid equipment on the site during the exercises.
3. Before the start of the exercise, the instructor shall advise students NOT to bring any ammunition to the practical exercise training area and only to bring weapons if advised to do so. The instructor shall carefully check all student equipment to ensure that no lethal or less-lethal equipment has entered the training area. These items could include but not limited to: live ammunition, loaded weapons, live Tasers, duty chemical agents, knives, etc. It is recommended that the triple safety check be implemented.

The triple safety check includes the following steps:

- 1) Student checks all their equipment to ensure that it is clear.
  - 2) Another student or person checks to ensure equipment is clear.
  - 3) Course instructor(s) check all equipment to ensure that it is clear.
4. "Training weapons" are props or training aids that are used in scenario-type training events. Training weapons such as polymer molded firearms, and/or weapons that have been rendered "safe" to the point that they cannot be loaded and/or fired. Weapons rendered "safe" have had modifications such as: barrel plugs or inserts that will not allow the loading of lethal ammunition, firing pin removal, etc. Training weapons should be clearly marked and physically inspected for each session of training as to ensure the integrity of a "safe" training environment.
  5. ANSI rated eye protection will be worn by all participants, students and instructors when training equipment is used that could produce a potential projectile or flame.
  6. The instructor will try to restrict uninvolved pedestrian traffic, so that unknowing individuals will not "accidentally" wander into the staged exercises. Marking the training area with signs will aid in helping people detour the area.
  7. The primary instructor will brief other instructors, role players, and students on the objectives of the exercise and each person's scripted role during the exercise.
  8. If the exercises involve the use of the student's handgun, the instructor will inspect all weapons before the practical exercise to ensure that they are all unloaded. It is recommended that the triple safety check be implemented.
  9. All vehicles utilized in this practical exercise shall be properly searched by the instructor(s) and shall be clear of all weapons and ammunition.

10. Prior to any practical exercise, instructor(s) shall advise the students and role players that if a physical arrest is required, role players will only offer passive resistance. Students shall only use reasonable force to overcome the passive resistance, if offered. A code word shall be established that the students and role players are to use that would stop all action if there is a potential for injury or pain.
11. The instructor will submit a detailed report to the School Director of any injuries suffered during the practical exercises.
12. A copy of this policy shall be presented to all participants before the practical exercises begin.

**By signing this form, I acknowledge that I have read and understand the safety instructions that were provided to me and agree to abide by them during the delivery of the practical exercise(s).**

Signature \_\_\_\_\_

\_\_\_\_\_ Date

# Measures & Reporting Findings

## Goal #2: How to Complete an Appropriate Traffic Stop

### 2015-02 Fall Night Class

	<b>Evaluation</b>
Student #1	Pass
Student #2	Withdraw
Student #3	Pass
Student #4	Withdraw
Student #5	Pass
Student #6	Withdraw
Student #7	Pass
Student #8	Withdraw
Student #9	Withdraw
Student #10	Withdraw
Student #11	Pass

### 2015-03 Fall Day Class

	<b>Evaluation</b>
Student #1	Pass
Student #2	Pass
Student #3	Pass
Student #4	Pass
Student #5	Pass
Student #6	Pass
Student #7	Pass
Student #8	Pass
Student #9	Pass
Student #10	Pass
Student #11	Pass
Student #12	Withdraw
Student #13	Pass
Student #14	Pass
Student #15	Pass
Student #16	Pass
Student #17	Pass
Student #18	Pass
Student #19	Pass
Student #20	Pass

### 2016-01 Spring Day Class

	<b>Evaluation</b>
Student #1	Pass
Student #2	Pass

Student #3	Pass
Student #4	Pass
Student #5	Pass
Student #6	Withdraw
Student #7	Pass
Student #8	Pass
Student #9	Withdraw
Student #10	Pass

## ***Law Enforcement Driver Training***

BLET: 18Q

TITLE: LAW ENFORCEMENT DRIVER TRAINING

Lesson Purpose: This block of instruction is designed to provide the student with the basic knowledge and skills necessary for operating a vehicle while performing the functions of a law enforcement officer.

Training Objectives: At the end of this block of instruction, the student will be able to achieve the following objectives in accordance with the information received during the instructional period:

1. Demonstrate the ability to conduct an acceptable pre-operational inspection of a law enforcement vehicle.
2. Demonstrate the acceptable use of occupant protection devices while operating a law enforcement vehicle.
3. Identify the below listed components of the driving system and discuss their relationship to law enforcement driving maneuvers and accident causes.
  - a. Environment
  - b. Vehicle
  - c. Driver
4. Identify the acronym "SIPDE" and explain its relationship to a driving style that is low-risk, high gain.
5. List the primary physical forces that affect the operating characteristics of the law enforcement vehicle, and identify three factors that primarily influence the stopping distance of a vehicle.
6. Identify the driving maneuvers that frequently contribute to law enforcement vehicular collisions.
7. List acceptable collision avoidance methods.

## ***Law Enforcement Driver Training***

8. List and discuss the factors for emergency response consideration.
9. Identify the psychological and physiological factors that may affect an officer's perceptions and judgment during an emergency response.
10. Identify factors that may impair vision and special considerations required while performing nighttime driving.
11. Identify factors concerning vehicular pursuits in the following situations:
  - a. Justifying the initial pursuit
  - b. Continuing the pursuit
  - c. Terminating the pursuit
12. Identify the types and limitations of emergency warning devices on law enforcement vehicles.
13. Identify methods that will aid in the effective use of a law enforcement radio during an emergency response.
14. Identify factors in route selection for an appropriate emergency response.
15. Identify the legal and liability issues concerning law enforcement vehicular operations to include:
  - a. Operator's negligence
  - b. Vehicular pursuit
  - c. "Failure to protect" theory
  - d. North Carolina General Statutes
16. Demonstrate the ability to use acceptable vehicle control methods by successfully completing the following practical exercises:
  - a. Offset Lane Maneuver
  - b. Fixed Radius Curve
  - c. Precision Exercise
  - d. Serpentine Exercise
  - e. Evasive Exercise

## ***Law Enforcement Driver Training***

- f. Emergency Response Driving
- g. Pursuit Driving

Hours: 40 Hours (Lecture - 12 hours, Practicum - 28 hours)

Instructional Method: Lecture/Demonstration/Practical Exercises

Required Equipment and Training Aids:

Audio-visual classroom equipment  
Law Enforcement Vehicles  
Cones  
Stop Watch  
Clip Board  
Videos:

*Law Enforcement Driver Training*, North Carolina Justice Academy (2010) (54:35 minutes)

References:

Alpert, Geoffrey P. and Lorie A. Fridell. *Police Vehicles and Firearms Instruments of Deadly Force*. Prospect Heights, IL: Waveland Press, Inc., 1992.

American Automobile Association. *Sportsmanlike Driving*. New York: McGraw-Hill Book Company, 1987.

“An Examination of Driver Distraction as Recorded in NHTSA Databases.” National Highway Traffic Safety Administration, September 2009. [On-line]. Available at: <http://www.nhtsa.gov/DOT/NHTSA/NRD/Multimedia/PDFs/Human%20Factors/Reducing%20Unsafe%20behaviors/811216.pdf> [December 2010].

Auten, J. H. *Law Enforcement Driving*. Springfield: Charles C. Thomas, 1989.

“Characteristics of Law Enforcement Officers’ Fatalities in Motor Vehicle Crashes.” National Highway Traffic Safety Administration, January 2011. [On-line]. Available at: <http://www-nrd.nhtsa.dot.gov/Pubs/811411.pdf> [March 2012].

Clark Jr., J. M. *Emergency and High Speed Driving Techniques*. Houston: Gulf Publishing Co., 1976.



OFF SET LANE MANEUVER

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPTS# \_\_\_\_\_

RE-EVALUATION ATTEMPT:  (Check box if applies)

(Time of 45 seconds or less = 100 points, any time exceeding 45 seconds = 0 points)

Attempt # 1 Time \_\_\_\_:\_\_\_\_ (Min:Sec) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points - \_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

Attempt # 2 Time \_\_\_\_:\_\_\_\_ (Min:Sec) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points - \_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

Attempt # 3 (Strike through this section if third attempt is not required)

Time \_\_\_\_:\_\_\_\_ (Min:Sec)                      Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points     - \_\_\_\_

Cones touched/knocked down            \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear                    \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent                        \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires                    \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

---

**Instructor Notes Section on Student Performance:**



**FIXED RADIUS CURVE**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPTS# \_\_\_\_\_

RE-EVALUATION ATTEMPT:  (Check box if applies)

This exercise will be graded as PASS or FAIL. Check the line that indicates what performance was observed if graded as a failure on that attempt.

**Right Attempt # 1 - Grade = \_\_\_\_\_**      **Left Attempt # 1 - Grade = \_\_\_\_\_**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| _____ Touching the brake pedal      | _____ Touching the brake pedal      |
| _____ Speed dropped below 25 MPH    | _____ Speed dropped below 25 MPH    |
| _____ Touching/striking any cone(s) | _____ Touching/striking any cone(s) |

**Right Attempt # 2 - Grade = \_\_\_\_\_**      **Left Attempt # 2 - Grade = \_\_\_\_\_**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| _____ Touching the brake pedal      | _____ Touching the brake pedal      |
| _____ Speed dropped below 25 MPH    | _____ Speed dropped below 25 MPH    |
| _____ Touching/striking any cone(s) | _____ Touching/striking any cone(s) |

**Right Attempt # 3 - Grade = \_\_\_\_\_**      **Left Attempt # 3 - Grade = \_\_\_\_\_**

- |                                     |                                     |
|-------------------------------------|-------------------------------------|
| _____ Touching the brake pedal      | _____ Touching the brake pedal      |
| _____ Speed dropped below 25 MPH    | _____ Speed dropped below 25 MPH    |
| _____ Touching/striking any cone(s) | _____ Touching/striking any cone(s) |



PRECISION

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPTS# \_\_\_\_\_ DAY / NIGHT (Circle correct attempt setting)

RE-EVALUATION ATTEMPT:  (Check box if applies)

Course should be completed in 2 minutes or less. Times over 2 MINUTES AND 00 SECONDS shall result in -0- points.

Attempt # 1 Time \_\_\_\_:\_\_\_\_ (MIN:SEC) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points-\_\_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Improper turn \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

Attempt # 2 Time \_\_\_\_:\_\_\_\_ (MIN:SEC) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points-\_\_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Improper turn \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

(Strikethrough entire section if third attempt is not required)

**Attempt # 3**                      Time \_\_\_\_:\_\_\_\_ (MIN:SEC)                      Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points- \_\_\_\_\_

Cones touched/knocked down    \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear            \_\_\_\_ 3 points each = - \_\_\_\_

Improper turn                        \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent                \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires            \_\_\_\_ 2 points each = - \_\_\_\_

**Score**.....\_\_\_\_\_

---

**Instructor Notes Section on Student Performance:**



SERPENTINE

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPTS# \_\_\_\_\_

RE-EVALUATION ATTEMPT:  (Check box if applies)

(Times of 40 seconds or less = 100 points, any time exceeding 40 seconds = 0 points)

Attempt # 1 Time \_\_\_\_:\_\_\_\_ (Min:Sec) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points - \_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

Attempt # 2 Time \_\_\_\_:\_\_\_\_ (Min:Sec) Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points - \_\_\_\_

Cones touched/knocked down \_\_\_\_ 5 points each = - \_\_\_\_

Fail to look to the rear \_\_\_\_ 3 points each = - \_\_\_\_

Fail to signal intent \_\_\_\_ 2 points each = - \_\_\_\_

Spinning/skidding tires \_\_\_\_ 2 points each = - \_\_\_\_

Score.....\_\_\_\_\_

**Attempt # 3** (Strike through this section if third attempt is not required)

Time \_\_\_\_:\_\_\_\_ (Min:Sec)

Points = \_\_\_\_\_

Failure to follow proper course sequence = 100 points - \_\_\_\_\_

Cones touched/knocked down \_\_\_\_\_ 5 points each = - \_\_\_\_\_

Fail to look to the rear \_\_\_\_\_ 3 points each = - \_\_\_\_\_

Fail to signal intent \_\_\_\_\_ 2 points each = - \_\_\_\_\_

Spinning/skidding tires \_\_\_\_\_ 2 points each = - \_\_\_\_\_

Score.....\_\_\_\_\_

---

**Instructor Notes Section on Student Performance:**



**EVASIVE ACTION / MANEUVER**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPTS# \_\_\_\_\_ RE-EVALUATION ATTEMPT:

This exercise will be graded as PASS or FAIL. Indicate what performance was observed as a failure by checking the failing performance for that attempt.

1. RIGHT maneuver:

Attempt #1 \_\_\_\_\_  
\_\_\_\_\_ Speed too low after having been previously warned  
\_\_\_\_\_ Wrong direction for command  
\_\_\_\_\_ Struck any cone(s)  
\_\_\_\_\_ Touched brake pedal at any point  
\_\_\_\_\_ Failed to follow proper course sequence

Attempt #2 \_\_\_\_\_  
\_\_\_\_\_ Speed too low after having been previously warned  
\_\_\_\_\_ Wrong direction for command  
\_\_\_\_\_ Struck any cone(s)  
\_\_\_\_\_ Touched brake pedal at any point  
\_\_\_\_\_ Failed to follow proper course sequence

Attempt #3 \_\_\_\_\_  
\_\_\_\_\_ Speed too low after having been previously warned  
\_\_\_\_\_ Wrong direction for command  
\_\_\_\_\_ Struck any cone(s)  
\_\_\_\_\_ Touched brake pedal at any point  
\_\_\_\_\_ Failed to follow proper course sequence

2. LEFT maneuver:

Attempt #1 \_\_\_\_\_  
\_\_\_\_\_ Speed too low after having been previously warned  
\_\_\_\_\_ Wrong direction for command  
\_\_\_\_\_ Struck any cone(s)  
\_\_\_\_\_ Touched brake pedal at any point  
\_\_\_\_\_ Failed to follow proper course sequence

Attempt #2 \_\_\_\_\_  
\_\_\_\_\_ Speed too low after having been previously warned  
\_\_\_\_\_ Wrong direction for command  
\_\_\_\_\_ Struck any cone(s)  
\_\_\_\_\_ Touched brake pedal at any point  
\_\_\_\_\_ Failed to follow proper course sequence

**LEFT** maneuver (continued):

Attempt #3 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Touched brake pedal at any point  
\_\_\_\_\_  Failed to follow proper course sequence

3. **STOP** maneuver:

Attempt #1 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to entering center lane  
\_\_\_\_\_  Failed to follow proper course sequence

Attempt #2 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to entering center lane  
\_\_\_\_\_  Failed to follow proper course sequence

Attempt #3 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to entering center lane  
\_\_\_\_\_  Failed to follow proper course sequence

4. **RIGHT BRAKE** maneuver:

Attempt #1 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to exiting right lane  
\_\_\_\_\_  Failed to follow proper course sequence

Attempt #2 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to exiting right lane  
\_\_\_\_\_  Failed to follow proper course sequence.

Attempt #3 \_\_\_\_\_  Speed too low after having been previously warned  
\_\_\_\_\_  Wrong direction for command  
\_\_\_\_\_  Struck any cone(s)  
\_\_\_\_\_  Failed to stop prior to exiting right lane  
\_\_\_\_\_  Failed to follow proper course sequence



**EMERGENCY RESPONSE**

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR(S) \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPT# \_\_\_\_\_ TOTAL EVALUATION TIME \_\_\_\_:\_\_\_\_ (Min:Sec)

RE-EVALUATION ATTEMPT:  (Check box if applies)

DAY / NIGHT (Circle correct attempt setting) WEATHER CONDITIONS \_\_\_\_\_

Improper Steering= - 5 points Points deducted \_\_\_\_\_

Lane Control or Cones= - 5 points Points deducted \_\_\_\_\_  
(Left of Center - Right of Fog Line)

Improper Braking= - 5 points Points deducted \_\_\_\_\_

Loss of Control (leaves the road)= - 25 points Points deducted \_\_\_\_\_

Recklessness= - 100 points Points deducted \_\_\_\_\_

Failure to Follow Instructions, 1st= - 15 points Points deducted \_\_\_\_\_

Failure to Follow Instructions, 2nd= - 100 points Points deducted \_\_\_\_\_

Improper Set-up= - 5 points Points deducted \_\_\_\_\_

Improper Radio Use= - 5 points Points deducted \_\_\_\_\_

Fail to Activate Emergency Equipment= - 100 points Points deducted \_\_\_\_\_

Improper Following Distance= - 10 points Points deducted \_\_\_\_\_

GRADE = \_\_\_\_\_

DETAILED INSTRUCTOR COMMENTS ON TRAINEE DRIVING PERFORMANCE:

---

By signing below, I affirm that I fully understand and acknowledge the importance of correcting any negative driving behavior, if applicable, observed and scored in this course exercise.

TRAINEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TRAINEE COMMENTS, IF APPLICABLE:



PURSUIT

STUDENT NAME \_\_\_\_\_

DATE \_\_\_\_\_ INSTRUCTOR(S) \_\_\_\_\_

VEHICLE: YEAR \_\_\_\_\_ MAKE \_\_\_\_\_ MODEL \_\_\_\_\_

PRACTICE ATTEMPT# \_\_\_\_\_ TOTAL EVALUATION TIME \_\_\_\_:\_\_\_\_ (Min:Sec)

RE-EVALUATION ATTEMPT:  (Check box if applies)

DAY / NIGHT (Circle correct attempt setting) WEATHER CONDITIONS \_\_\_\_\_

Improper Steering= - 5 points Points deducted \_\_\_\_\_

Cones, Left of Center, Right of Fog Line= - 5 points Points deducted \_\_\_\_\_

Improper Braking= - 5 points Points deducted \_\_\_\_\_

Loss of Control (leaves the road)= - 25 points Points deducted \_\_\_\_\_

Recklessness= - 100 points Points deducted \_\_\_\_\_

Failure to Follow Instructions, 1st= - 15 points Points deducted \_\_\_\_\_

Failure to Follow Instructions, 2nd= - 100 points Points deducted \_\_\_\_\_

Improper Set-up= - 5 points Points deducted \_\_\_\_\_

Improper Radio Use= - 5 points Points deducted \_\_\_\_\_

Failure to Terminate Pursuit= - 15 points Points deducted \_\_\_\_\_

Improper Pursuit Turn= - 5 points Points deducted \_\_\_\_\_

Fail to Activate Emergency Equipment= - 100 points Points deducted \_\_\_\_\_

Improper Following Distance= - 10 points Points deducted \_\_\_\_\_

GRADE \_\_\_\_\_

DETAILED INSTRUCTOR COMMENTS ON TRAINEE DRIVING PERFORMANCE:

---

By signing below, I affirm that I fully understand and acknowledge the importance of correcting any negative driving behavior, if applicable, observed and scored in this course exercise:

TRAINEE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TRAINEE COMMENTS, IF APPLICABLE:

# Measures & Reporting Findings

## Goal #3: Operate a LE vehicle

### 2015-02 Fall Night Class

	Written Exam	Evaluation
Student #1	86	Pass
Student #2	Withdraw	Withdraw
Student #3	Fail	Fail
Student #4	84	Pass
Student #5	96	Pass
Student #6	90	Pass
Student #7	88	Pass
Student #8	Withdraw	Withdraw
Student #9	78	Pass
Student #10	Withdraw	Withdraw
Student #11	80	Pass

### 2015-03 Fall Day Class

	Written Exam	Evaluation
Student #1	96	Pass
Student #2	86	Pass
Student #3	78	Pass
Student #4	98	Pass
Student #5	94	Pass
Student #6	90	Pass
Student #7	90	Pass
Student #8	94	Pass
Student #9	Fail	Fail
Student #10	94	Pass
Student #11	88	Pass
Student #12	Withdraw	Withdraw
Student #13	96	Pass
Student #14	94	Pass
Student #15	94	Pass
Student #16	94	Pass
Student #17	90	Pass
Student #18	100	Pass
Student #19	98	Pass
Student #20	78	Pass

### 2016-01 Spring Day Class

	Written Exam	Evaluation
Student #1	75	Pass
Student #2	90	Pass

Student #3	90	Pass
Student #4	86	Pass
Student #5	75	Pass
Student #6	Withdraw	Withdraw
Student #7	88	Pass
Student #8	86	Pass
Student #9	Withdraw	Withdraw
Student #10	90	Pass

# Fayetteville Technical Community College

## Academic Program Review

### BASIC LAW ENFORCEMENT TRAINING

Current Version Originally Published

Spring 2014

Last Revised: January 2, 2014

Proponent: Vice President for Academic and Student Services

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Available online at:

[http://www.faytechcc.edu/institutional\\_effectiveness/handbookmanualplans.aspx](http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx)

Fayetteville Technical Community College

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

# FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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## **X-1 Mission**

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

## **X-2 Purpose of Review**

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

## **X-3 Overview of Program Review Process**

1. The Program Review Process (PRP) begins with a Program Self-Study. The Department Chair organizes a team to conduct the Self-Study. The team must include the Department Chair (or Program Coordinator), all full time faculty members regularly teaching program courses and at least one part-time faculty member that has taught in the program for two or more semesters. All required historical statistical and numerical data will be provided by the Human Resources, Workforce Development, and Institutional Effectiveness (HR/WFD/IE) Office.
2. Teams shall use the current electronic version of the Program Review Self-Study template (Fill-in form P-1). Supplemental information and supporting documentation is highly encouraged to adequately support the program review findings.
3. A full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years with annual updates submitted by March 15 of the academic year

during the subsequent two years. Timely submission and quality of analysis will be addressed as part of the Department Chair/Program Coordinator's annual performance appraisal.

4. Upon submission of the full 3-year program review, the departmental Program Review Team will meet to prepare a presentation of their self-assessment findings and recommendations to the CAO, AVP for Curriculum Programs, and the appropriate Academic Program Dean. The presentation must include the Self-Study Team's recommendations for continuous improvement and required program support to implement those improvements. These recommendations shall be considered during future budgets and personnel decisions. Department Chairs/Program Coordinators shall submit necessary budget decision packages (see fill-in forms E-5, E-6, E-28, E-15, F-2, I-11, and O-1).
5. The remainder of this publication reflects items that must be included in the program review and mirror the contents of the program review fill-in form (P-1).

### **X-3.1 Program Description, Policies, and Affiliations** **(Self-Study Team's assessment)**

#### **A. Provide a description of the program.**

The Basic Law Enforcement Training (BLET) Curriculum is designed to prepare entry-level individuals with the cognitive and physical skills needed to become certified law enforcement officers in North Carolina.

The course is comprised of thirty six separate blocks of instruction to include topics such as ABC Laws, Anti-Terrorism, Civil Process, Communication Skills for Law Enforcement Officers, Controlled Substances, Crime Prevention Techniques, Criminal Investigation, Crowd Management, Domestic Violence Response, Elements of Criminal Law, Ethics, HAZMAT, Field Note Taking and Report Writing, Fingerprinting and Photographing Arrestees, First Responder, Human Trafficking, In-Custody Transportation, Individuals with Mental Illness, Interviewing, Juvenile Laws, Radio Procedures, Motor Vehicle Law, Patrol Techniques, Physical Fitness, Preparing and Testifying in Court, Rapid Deployment, Responding to Victims and the Public, Sheriff's Responsibilities Court Duties and Detention Duties, Subject Control Arrest Techniques, Techniques of Traffic Law Enforcement, Traffic Crash Investigation, Firearms, Driver Training, Motor Vehicle Law, and Arrest, Search and Seizure. The BLET course is filled with practical exercises and an extensive ethics section that is woven throughout the training experience.

The BLET course has been thoroughly researched, legally reviewed and contains the most current law enforcement information available. The Commission mandated 620-hour course takes approximately sixteen weeks to complete and concludes with a comprehensive written exam and skills testing.

Upon successful completion of the BLET State Comprehensive Written Examination, the BLET trainee has one year from the date of the State Comprehensive Examination to be duly appointed

and sworn as a law enforcement officer in North Carolina. However, most agencies include an additional period of field training.

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

Our program supports Fayetteville Technical Community College by responding to student and community needs through measurable goals. BLET’s mission is to provide the best quality training for our students to prepare them for entry level officers in our community. We partner with local law enforcement agencies in the area to provide our students with the best and most real life scenario training. Our future goals and objectives are to provide a great product for whatever agency may hire our graduates and to keep them asking for more. We have organized a “law enforcement only” job fair to connect NC law enforcement agencies from around the state with past and current BLET students along with all criminal justice students from FTCC and other surrounding colleges. The event takes place once a year in November.

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

BLET’s admission requirements are established by the North Carolina Criminal Justice Education and Training Standards Commission. The Commission mandates minimum requirements for entry into BLET are:

**Entrance Requirements**

The requirements for admission into a BLET course are:

- Must be a citizen of the United States;
- Must be 20 years of age;
- Priority admission is given to individuals holding full-time employment with criminal justice agencies;
- Must provide to the School Director a medical examination report, properly completed by a physician licensed to practice medicine in North Carolina, a physician's assistant, or a nurse practitioner, to determine the individual's fitness to perform the essential job functions of a criminal justice officer.
- Must have a high school diploma or GED. High school diplomas earned through correspondence enrollment are not recognized toward the educational

requirements.

- Must take a standardized reading comprehension test and score at the tenth grade level or higher within one year prior to entrance into Basic Law Enforcement Training.
- Must provide to the School Director a certified criminal record check for local and state records for the time period since the trainee has become an adult and from all locations where the trainee has resided since becoming an adult. An Administrative Office of the Courts criminal record check or a comparable out-of-state criminal record check will satisfy this requirement.
- Must have not been convicted of any of a felony or:
  - a crime for which the punishment could have been imprisonment for more than two years; or
  - a crime or unlawful act defined as a "[Class B misdemeanor](#)" within the five year period prior to the date of application for employment unless the individual intends to seek certification through the North Carolina Sheriffs' Education and Training Standards Commission; or
  - four or more crimes or unlawful acts defined as "Class B Misdemeanors" regardless of the date of conviction; or
  - four or more crimes or unlawful acts defined as "Class A Misdemeanors" except the trainee may be enrolled if the last conviction occurred more than two years prior to the date of enrollment; or
  - a combination of four or more "Class A Misdemeanors" or "Class B Misdemeanors" regardless of the date of conviction unless the individual intends to seek certification through the North Carolina Criminal Justice Education and Training Standards Commission.

Every individual who is admitted as a trainee in a presentation of the Basic Law Enforcement Training Course shall notify the School Director of all criminal offenses which the trainee is arrested for or charged with, pleads no contest to, pleads guilty to or is found guilty of, and notify the School Director of all Domestic Violence Orders (G.S. 50B) which are issued by a judicial official and which provide an opportunity for both parties to be present.

**In order to meet the Commission's requirements and FTCC's requirements for students to attend BLET they have to:**

- Pick up an application packet from the FTCC Spring Lake Campus.
- Complete online registration with FTCC
- Complete an Accuplacer reading comprehension test
- Provide a copy of driver's license, birth certificate (or US passport), DD214 (if applicable), official copy of high school transcripts or G.E.D. diploma.
- Criminal records check from each jurisdiction in which the applicant has resided since their 16th birthday.
- Complete a Medical History Statement (F-1), a physical exam that's recorded on the Medical examination Report (F-2), no more than 180 days prior to the academy start

date.

- A physical fitness assessment.
- Law Enforcements Agency sponsorship

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

N/A

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

Our program has partnered with several different law enforcement agencies in the surrounding area to provide training for our students on their property and allow us to use their facilities. We also have partnerships with local businesses that supply us with the training tools necessary to conduct the training. Just some examples of our partnerships would be All American Fire Protection of Fayetteville Inc., who ensures our fire extinguishers are always filled. Lawmen’s gun supply for all of our firearms and ammunition needs. We also coordinate with Cumberland County Schools to use their high schools or junior high schools as our training grounds for rapid deployment training. What better way to train than in our own community schools to prepare our students for a real life active shooter situation. In the past current and former FTCC students taking drama courses have posed as our victims, witnesses, and suspects during our practical training.

Cumberland County Sheriff’s Office – 910-323-1500  
All American Fire Protection of Fayetteville Inc - (910) 496-0600  
Cumberland County Schools – 910-678-2300  
Lawmen’s Safety Supply - (919) 779-6141

## **X-3.2 Program Curriculum**

**(Self-Study Team's assessment)**

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

## **BLET Topic List**

### Commission Courses | BLET

1. Course Orientation - 2 hours
2. Physical Fitness Training - 54 hours
3. Ethics for Professional Law Enforcement - 4 hours
4. Arrest, Search & Seizure/Constitutional Law - 28 hours
5. Elements of Criminal Law - 24 hours
6. Communication Skills for Law Enforcement Officers - 8 hours
7. Law Enforcement Radio Procedures and Information Systems - 8 hours
8. Field Notetaking & Report Writing - 12 hours
9. Interviews: Field & In-Custody - 16 hours
10. Subject Control/Arrest Techniques - 40 hours
11. Juvenile Law & Procedures - 8 hours
12. Fingerprinting & Photographing Arrestees - 6 hours
13. Responding to Victims & the Public - 10 hours
14. Firearms - 48 hours
15. Criminal Investigation - 34 hours
16. ABC Laws & Procedures - 4 hours
17. Motor Vehicle Law - 20 hours
18. Law Enforcement Driver Training - 40 hours
19. Crime Prevention Techniques - 6 hours
20. First Responder - 32 hours
21. Domestic Violence Response - 12 hours
22. Controlled Substances - 12 hours

- 23. Techniques of Traffic Law Enforcement - 24 hours
- 24. In-Custody Transportation - 8 hours
- 25. Traffic Crash Investigation - 20 hours
- 26. Explosives & Hazardous Materials Emergencies - 12 hours
- 27. Individuals With Mental Illness or Developmental Disabilities - 8 hours
- 28. Crowd Management - 12 hours
- 29. Preparing for Court & Testifying in Court - 12 hours
- 30. Patrol Techniques - 28 hours
- 31. Sheriff's Responsibilities: Detention Duties - 4 hours
- 32. Sheriff's Responsibilities: Court Duties - 6 hours
- 33. Civil Process - 24 hours
- 34. Anti-Terrorism - 4 hours
- 35. Rapid Deployment - 8 hours
- 36. Human Trafficking - 2 hours
- Testing - 20 hours

**TOTAL HOURS:** 620

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

The Basic Law Enforcement Training (BLET) Curriculum is designed to prepare entry-level individuals with the cognitive and physical skills needed to become certified law enforcement officers in North Carolina. They have to pass each of the thirty six topics which includes written tests and practicals. They have to receive a score of seventy percent or above according to the North Carolina Criminal Justice Training and Standards Commission. We here at FTCC require the students to pass with a seventy five percent on all written exams, to better prepare them for the state exam. Once all is passed they are to sit for the state comprehensive exam and once they pass all six different sections with a seventy percent or above they receive their law enforcement certification. They have one year from the date of the state exam to get sworn on with a law enforcement agency.

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

BLET is constantly evolving. As technology advances and new procedures are developed the North Carolina Criminal Justice Education and Training Standards Commission updates the BLET program. An example of training that has been updated is our Rapid Deployment training. Prior to the Columbine High School shooting all law enforcement personnel were trained to “surround and contain the threat”. Since that incident our training evolved from “surround and contain the threat” to “engaging the threat” as soon as possible. Our Police Officer Physical Agilities Test (POPAT) has just recently been updated. It will go into effect July 1, 2015. The POPAT is a series of obstacles courses that an officer may face while performing their duties in the field. Examples of the old course would be the officer running a hundred yards, dragging a one hundred fifty pound person, crawling through a forty foot culvert etc... in a timed event. The new POPAT is still a timed event, but with more current obstacles our officers are currently facing like running up steps, jumping a four foot fence, dragging a one hundred seventy five pound dummy, wrestling with a hundred pound dummy on the ground. The North Carolina Criminal Justice Education and Training Standards Commission updates our lesson plans every six months.

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

The program advisory committee brings fresh new ideas on how we can enhance our training to more real life based, but all the while still maintaining the Commission's requirements. We have not had any outside consultants.

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

All changes are mandated by the North Carolina Criminal Justice Education and Training Standards Commission.

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

The only curriculum changes are made by the North Carolina Criminal Justice Education and Training Standards Commission. One of the most recent changes is the Police Officer Physical Agilities Test which will take effect on July 1, 2015. We are also updating our equipment.

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

Peppi Masa, BLET Instructor, prior law enforcement  
Randy Lee, BLET Instructor, law enforcement officer  
Stacey Wormer, BLET Instructor, prior law enforcement  
Lee Newcomb, BLET Instructor, SBI Agent  
Tatum Buckley, BLET Instructor, law enforcement officer  
Richard Newton, BLET Instructor, law enforcement officer  
Corrie Simmons, BLET Instructor, law enforcement officer  
Joel Siles, BLET Instructor, prior law enforcement, qualified assistant  
Robert Carter, BLET Instructor, prior law enforcement, qualified assistant  
Melissa Jeffries, BLET Instructor, law enforcement officer  
Michael Brown, BLET Instructor, law enforcement officer  
Yovana Vest, BLET Instructor, law enforcement officer  
Jeffrey Stafford, BLET Instructor, prior law enforcement, qualified assistant

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

In the past, the committee has met twice a year. The committee is very active in discussing issues that are related to the program, mostly because most of them all teach in the program as well. The meetings are conducted in one of our classrooms and issues are discussed. Updates the Commission has mandated, etc... I plan on having my first committee meeting this December 2014. If any recommendations are suggested I plan on all us discussing the pros and cons for each idea. We are limited as to what we can do in the program, but making sure our training is as real as possible is always best.

Below is attached the last advisory committee meeting minutes that Mr. Ellinwood conducted.

**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE**

PO BOX 35236 FAYETTEVILLE, NORTH CAROLINA 28303-0236 PHONE (910) 678 8400 FAX (910) 436-5184

**Fayetteville Technical Community College  
Criminal Justice Technology  
Minutes**

**Advisory Committee Meeting  
JAN 10, 2013 3:00 PM SLC 209**

**Members Present:**

Peppi Masa, BLET Instructor  
Randy Lee, BLET Instructor  
Stacey Wormer, BLET Instructor  
Lee Newcomb, BLET Instructor  
Tatum Buckley, BLET Instructor  
Richard Newton, BLET Instructor  
Corrie Simmons, BLET Instructor  
Joel Siles, BLET Instructor  
Robert Carter, BLET Instructor  
Melissa Jeffries, BLET Instructor  
Michael Brown, BLET Instructor  
Yovana Vest, BLET Instructor  
Jeffrey Stafford, BLET Instructor

The Criminal Justice Advisory Meeting was conducted in the SLC building, Room 209

John Ellinwood, BLET Director of FTCC, chaired the CJC advisory committee meeting. Updates were presented by John Ellinwood on the following areas:

1. Review of the new Spring Class Day Schedule
2. Discussion of instructor responsibilities
3. Discussion of proper dress attire when teaching
4. Announcement of John Ellinwood's retirement and transition of directors in the upcoming months.

The following recommendations were made for the Criminal Justice Department by the Advisory Committee:

1. Ensure that each instructor reads lesson plans prior to teaching
2. Ensure instructor remains current with any Training and Standards updates
3. Ensured the instructors update their CPR cards if needed.

At 4:00 pm the meeting was adjourned with an announcement that the next meeting will be held in August 2014.

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

I was informed by Mr. Ellinwood that one of the concerns in the past have been about making the rapid deployment training more realistic, in which it was decided that they start using local schools for training grounds. They have been very effective in giving advice as to exactly who to talk to about using Cumberland County Schools for our training facility.

## **X-3.3 Faculty**

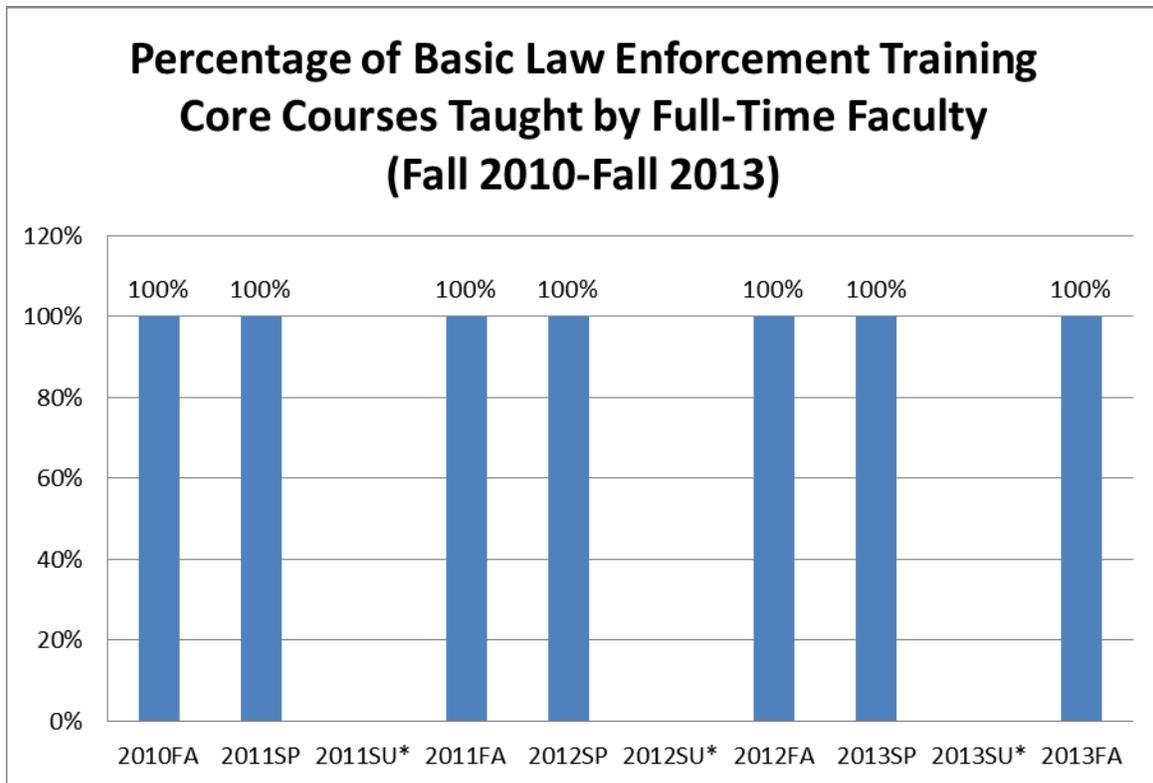
**(Self-Study Team's assessment)**

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

**Basic Law Enforcement Training Core Courses Offered by Semester  
(Fall 2010-Fall 2013)**

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
CJC-100	1	2	*	1	2	*	1	2	*	1

\*Core Course offered during Fall and Spring terms.



\*The BLET program is currently not offered during the Summer semester.

The North Carolina Criminal Justice Education and Training Standards Commission allows no one instructor (including the program coordinator) to teach more than thirty five percent of the BLET curriculum in any one academy. I'm the only full time personnel currently working with the BLET program, but am hoping for a full time assistant in the near future. Also currently the BLET academy does run through the summer semester. It begins in March and ends in December.

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

In order to teach for BLET the Commission requires an instructor go through a General Instructor course, take a state exam and obtain their certification. In order to maintain their certification they have to teach at a minimum of twelve hours every three years. Those blocks of instruction that involve high risk or specialty type practicals our instructors not only have to complete the General Instructor Course, but also have to go through a separate specialty course.

The specialty course is a separate course all together where the individual will also take another state exam to receive their certificate in that specialty. In order to maintain their certificate current they have to teach twelve hours in that specialty every three years just like the general instructor. (So if an instructor has more than one specialty, they have to teach twelve hours in each specialty at least once every three years.) The state also mandates in order for a specialty instructor to teach their specialty their CPR card also has to remain current.

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

Yes all instructors are mandated by the state to be credentialed prior to teaching in any BLET academy. Below is a list of all my current instructors and their specialties.

BUCKLEY	TATUM	095828 8	Driver	P.T.	Hazmat	Firearm	General
CARTER	BOBBY	010330 5	Hazmat	1ST Responder	Driver		General
ELLINWOOD	JOHN	010360 0	Driver	P.T.			General
ELLIS	ALFRED	010233 7	Firearms	P.T.			General
EPLER	LARRY	010239 2	1ST Responder	DRIVER			General
FISHER	JENNIFER	276089 5	1ST Responder				General
LEE	MARK	069642 6	SCAT				General
MOORE	ROGER B.	010988 8	Firearms	SCAT			General
NEWCOMB	LEE	010239 4	HAZMAT				General
NEWTON	RICHARD	010401 0	P.T.	HAZMAT	Firearms	Driver	SCAT General
PARKER	CHARLES	010240 1	FIREARMS	P.T.			General
PETERSON	DENNIS	010900 7	DRIVER	FIREARMS			General
PLESSER	ERIK	010445 3	DRIVER	FIRARMS	P.T.	SCAT	General
RAY	TERRY	010422 2	DRIVER	FIREARMS			General
REECE	RICHARD	077125	DRIVER	P.T.			General
SAWYER	JOHN	010358 4	HAZMAT	DRIVER	FIREARM		General
SILES	JOEL	258553 4	FIREARMS				General
SIMMONS	EVERETT	164483 1	DRIVER	FIREARMS	PT	SCAT	General
SPIEGLER	PAUL	010988 9	FIREARMS	P.T.	SCAT		General
STAFFORD	JEFFREY	122931 6	FIREARMS	P.T.	SCAT		General
VEST	YOVANA	145455	DRIVER				General



Yes all instructors have to have an evaluation form (called an F-16) once every three years. Not all of them have been completed, because I am new and still in the process of evaluating all instructors as they teach for me.

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

I am the only full time faculty and I am currently still working for the Cumberland County Sheriff's Office as an auxiliary unit. I attend in- service training once every three months to keep current on all law enforcement issues and also still work as a patrol officer one weekend a month. I believe my professional development contributes to the overall effectiveness of the program by knowing and currently working in the field. I'm dealing with all current issues officers face and am able to use my knowledge for better training opportunities for our students.

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

While attending open houses I developed a short survey for all interested individuals to fill out. My intent was to find out from the potential applicant exactly what information they wanted to know about BLET, to better develop our website. As a result, I obtained several great ideas and have put a lot of helpful information on our website for the public. I am also in the process of putting our application online for easier access to the public, so they don't have to come all the way out to Spring Lake and pick up an application.

## **X-3.4 Resources and Support Services**

**(Self-Study Team's assessment)**

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

Our program uses several different type facilities for the types of training our students go through. We currently conduct our driver's training practicals at the Cumberland County Sheriff's Office (CCSO) driving pad located off of Tom Starling Rd. We also use the CCSO's firing range for all of our firearms shooting. I have recently coordinated with Cumberland County Schools Safety and Security to reserve Mae Rudd Elementary as a training facility for our patrol techniques and domestic violence response practicals. We also go to the Cumberland County Courthouse courtrooms during our Preparing and Testifying in court practicals to observe officer and how they testify. We utilize different high schools in the community to perform our Rapid Deployment practicals.

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

Currently all the facilities mentioned above have been great in achieving the goals for the program. Some of the strengths of the resources that have been provided to us are that they are all approved by the Commission and we don't have to pay to use their facilities. Some of the limitations are that we are always at the risk of losing the use of the facility because we don't own any of them. Scheduling conflicts (even though we send out our schedule usually six months to a year in advance) we still end up having to rearrange the student's schedule because of unexpected events or trainings the agencies may have. There have also been complaints from the neighborhood where we currently shoot and they don't want us to shoot past 9:00pm. The students are required by the Commission to shoot day and night courses and depending on the time of year, it can be difficult to get enough daytime or night time hours of shooting in. My recommendation would be to have our own driving pad, indoor/outdoor firing range, and mock courtroom. Having our own driving pad and firing range would give us more flexibility to adjust our hours as needed without the worry of neighborhood complaints. Having our own mock courtroom would be a huge asset to our training so that we would be able to take all the evidence collected from the student's criminal investigations class and have them testify to what they did in their particular investigation. It would also be great to have other students at FTCC taking similar courses to participate as our jury, lawyers, evidence collection experts, etc...



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

We have received a great amount of support from our Media Services section at FTCC. They have been out to all of our practicals videotaping and taking photos to revamp our website. We are currently in the process of putting a commercial type video together for our potential applicants to get them motivated about joining our program and joining one of North Carolina's many finest law enforcement agencies. The Criminal Justice Department has also been a huge help in providing me with students that also may be interested in the program. The recruiting section has also been a huge asset in getting the word out for our "Law Enforcement Only" job fair. They have ensured flyers are set out all over the campus and have passed out our updated BLET brochures. The information technology guys have been a tremendous help with setting up computers in our room for our students to use.

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

All of the above mentioned sections have been a great help to our program. The strengths are they have bent over backwards in assisting me to update our website and informing the public of all our events.

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

Yes. Several things need to be updated. Currently the Commission has changed our Police Officer Physical Agility Test (POPAT) in which we are required to update our obstacle course by July 1, 2015. Some of our shotguns are not in working condition and we are currently in the process of getting them fixed. Our weapons need to be updated as well. Most agencies in North Carolina are going to rifles while the shotguns are slowly being phased out. The college has no rifles to familiarize the students with.

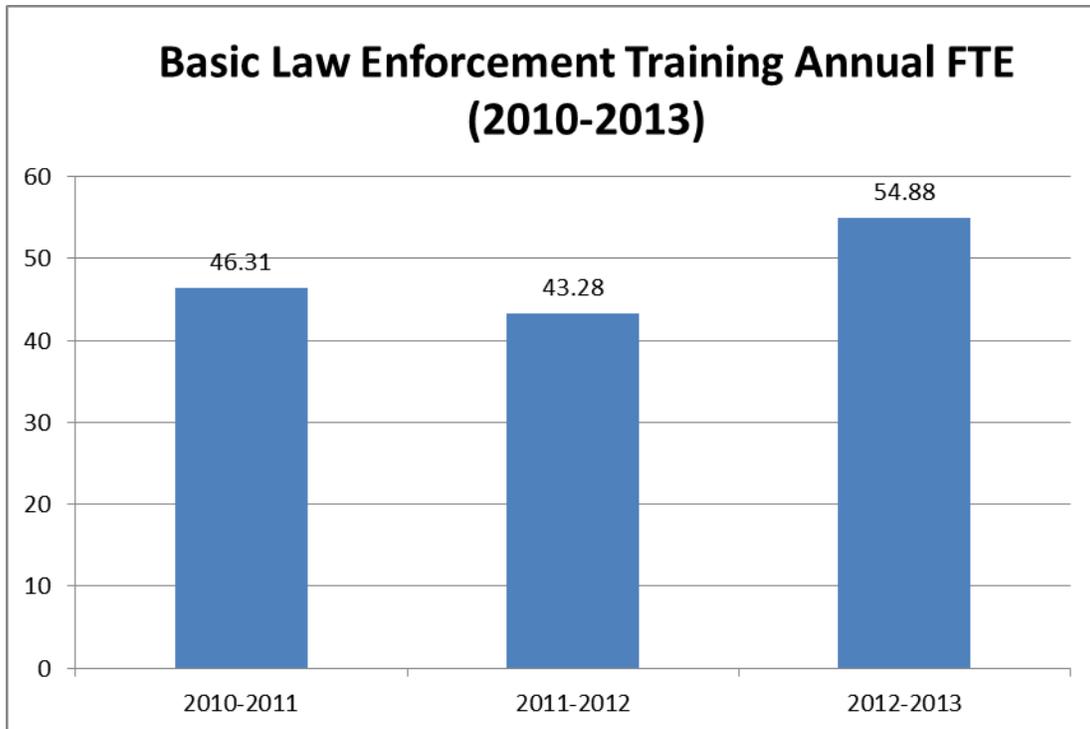
Currently I'm in the process of writing the 2015 BLET schedule. We are currently attempting to get BLET on schedule with the rest of the college as opposed to during the summer. So instead of just canceling the March 2015 and having students wait until August of 2015 come around, we decided to have the three academies run at the same time. The schedule will consist of four academies for 2015. An academy to start in January 2015 (4 month day academy), March 2015 (9 month night academy), August 2015 (4 month day academy), and an August 2015 (9 month night academy). The March 2015 (9 month night academy), August 2015 (4 month day academy), and the August (9 month night academy) will all be running simultaneously. It would be very beneficial to have a full time assistant coordinator who I don't have to worry them going over 96 hours a month. Also with our new website, online application, and brochures updated I'm anticipating increased enrollment for the 2015 year.

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

There hasn't been one yet to my understanding, but I do plan on building one.

## **X-3.5 Enrollment, Recruitment, and Outcomes Assessment**

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





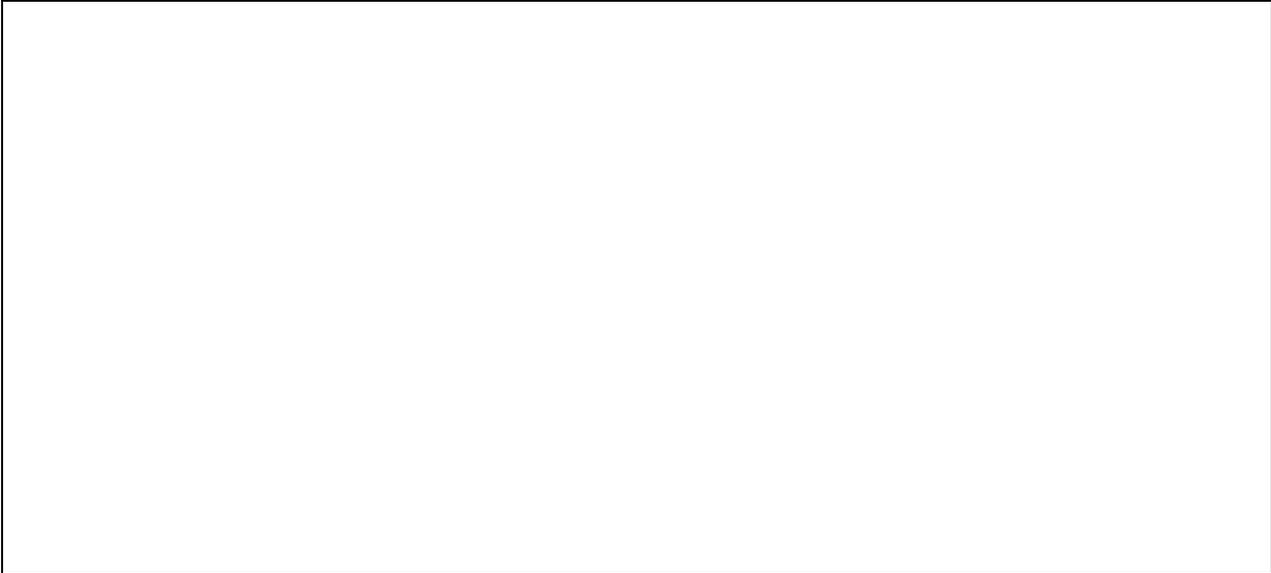
Several applicants fill out the application packet to join law enforcement, but unfortunately all of them are unable to attend the academy because of their criminal history or not getting their paperwork in before the first day of class.

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

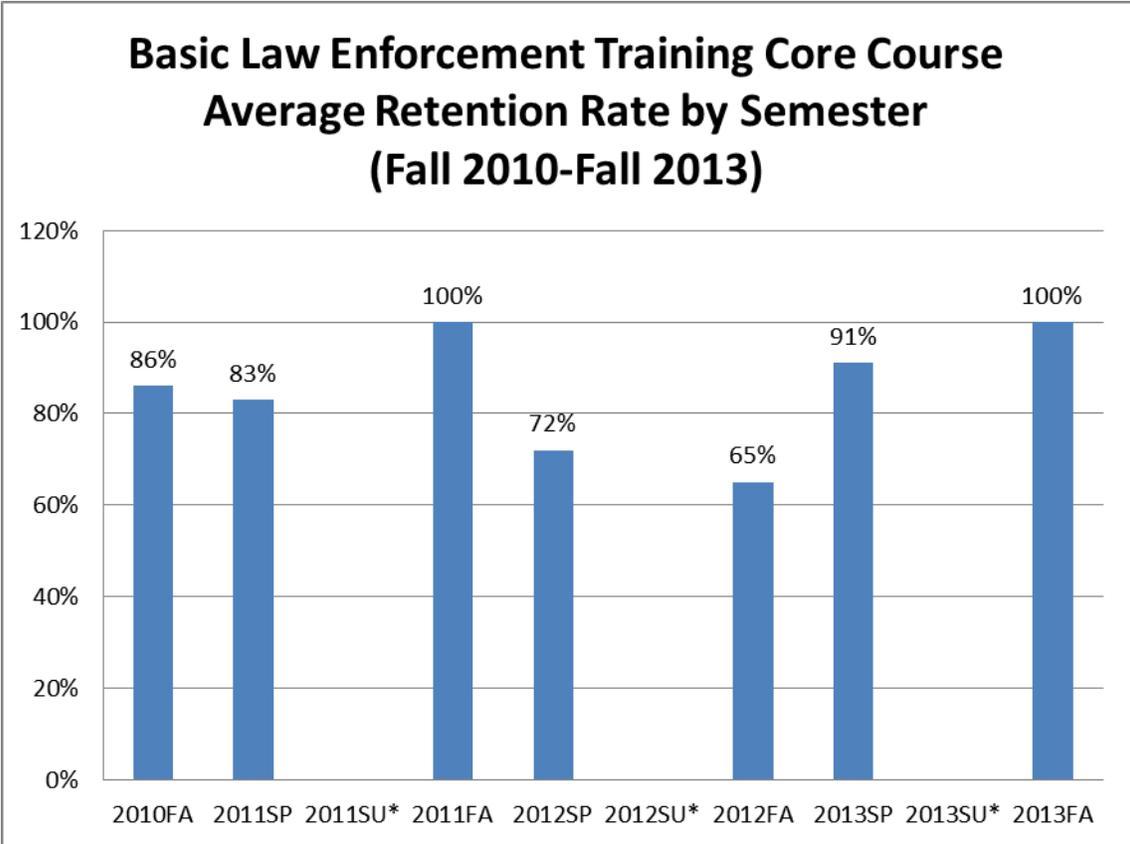
I think a couple of our biggest competitors are Fayetteville Police Department and Robeson Community College. I think that the flexibility in our schedule by offering a night academy is a huge benefit and attracts a lot of our working population. I think the fact that we are surrounded by some of the biggest law enforcement agencies in NC and we utilize officers from several different law enforcement agencies as our instructors, attracts many applicants to FTCC. I have not worked with admissions yet to recruit students, but look forward to it.

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

\*There was no information contained with the NCCCS Data Warehouse or Colleague regarding the number of graduates from this certificate over the past three years. Upon further research, students that successfully navigate the course do not apply to graduate from FTCC. Instead, they take the BLET state licensure examination to become certified law enforcement officials.



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



\*The BLET program is currently not offered during the Summer semester.

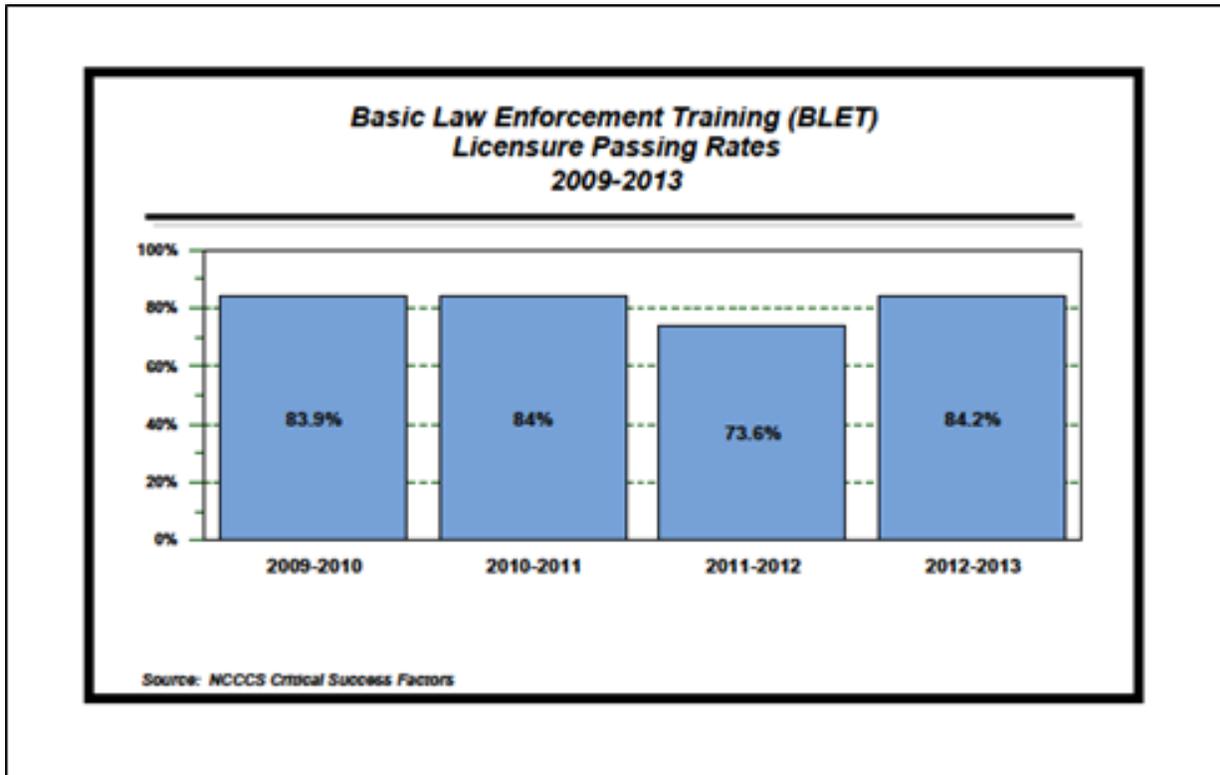
**Basic Law Enforcement Training Core Course Retention by Instructor  
(Fall 2010-Fall 2013)**

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Ellinwood, John G.	86%	83%	*	100%	72%	*	65%	91%	*	100%

\*Did not teach core course

There are thirty six different topics that are taught throughout BLET by several different instructors. The Commission allows a student to fail up to five tests. They can remake 4 of the five, once they have failed the fifth test they are not allowed to continue in the program. When a student fails a practical the Commission highly recommends that a different instructor remediate the student in their deficiency. When remediation takes place the new instructor will go over the instructional phase again with the student, allow the student to practice at minimum the number of practices they had the first attempt. Once they have practiced enough and feel ready to re test, they retest. When a student fails a written test we go over what the student missed and why they missed it. We review the lesson plan over again with them as long as needed and ensure they're comfortable with re testing.

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



The North Carolina Law Enforcement Officer Certification State Exam.

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

Law enforcement officers in the surrounding area are needed. Especially in the Fayetteville area due to the population growth with the military. Potential careers for our graduates are law enforcement jobs with city, town, county, state, or private law enforcement agencies. Some of the jobs include patrol officers, K-9 officers, narcotics, detectives, school resource officers, bailiffs, community police, special/emergency response teams, and many more.

Our program prepares all of our graduates to become entry level officers in the State of North Carolina. All students that go through a basic law enforcement training academy in the state of North Carolina are trained in the exact same manner.

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

After each block of instruction comprehensive test on the material is given. Also during some of the topics there are practicals where the student demonstrates what they have learned in their lecture, some examples of practicals are law enforcement drivers training, firearms, criminal investigation, etc...After all thirty six topics are successfully completed students then take a comprehensive state exam.

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

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

There is a minimum the Commission mandates. When conducting practical exercises I always implement more practice scenarios than required for more training for the student. As a result the students feel more confident in their abilities when dealing with the real public.

## **X-3.6 Constituency Satisfaction**

**(Self-Study Team's assessment)**

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

After every topic of instruction each student is required by the Commission to fill out an instructor evaluation. At the end of the entire course we have the students fill out a survey on what they feel could have been done better to help them throughout the academy.

**B. What were the results of these inquiries based upon the faculty review and analysis of the reported data? Please attach any relevant reports, survey analysis instruments, etc. How has the program responded to suggestions for improvement or findings of dissatisfaction?**

As a result of the evaluations, instructors have been brought back to teach in the new academies and some have not been invited back. Several graduates from academies in the past are always invited back to be role players for the current BLET classes during our practical scenarios. I have spoken with several graduates and they have informed me that they have role played at other colleges as well and FTCC is the only one that has the best real life scenarios they have come across. They have also expressed that they felt they were well prepared for the job.

## **X-3.7 Appraisal and Direction for the Future**

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

I'm expecting our enrollment to be higher than years in the past and I believe with our new website and open house attendance will increase our numbers. Our Law Enforcement Job Fair coming this November will also be a huge factor in recruiting students for BLET. My goal is to have at least twenty five students per class. My first class we enrolled there were twenty one students.

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

We will not be able to add new concentrations due to the Commission's restrictions, but I do believe I can successfully increase our enrollments and help graduates with job placement with our yearly Law Enforcement Job Fairs.

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

I think BLET is a strong program and always has been in the past. The community that we live in with our growing military community and families, law enforcement will always be around. Every program always has room for growth and in my short time here at FTCC I have learned a lot of great new ideas on how to enhance our program. BLET's biggest strengths are our instructors and their passion for teaching. Our instructors (who are currently law enforcement or retired law enforcement) have a vested interest in our students because they want to ensure their agency is receiving a good product. Some untapped opportunities I believe is use of the Blackboard. I believe the Blackboard could really enhance studying for our students. My only concern would be the maintenance and updating of test questions with lesson plans every six months along with maintenance and upkeep with the rest of the program. I am very excited and optimistic about this program and I know it has great potential. Working in law enforcement still, it's important to me that our students do great in the program and gain as much experience as possible before going out into the field. These future graduates will be my backup one day and I want to know I can count on them to do what they have been trained to do when it comes to officer safety and dealing with real life situations.

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

I would say our equipment updating would be the most critical. Ensuring that we have what we need for the new upcoming POPAT mandated by the Commission would be first priority. Our firearms would be next. We are currently fixing the weapons we have, but according to my lead firearms instructor and Mr. Joel Siles, the qualified assistant our shotguns are having many malfunctions.

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

I plan on evaluating different ways to use the Blackboard as a study tool for our students to help them in their academics and practicals. The program will take advantage of the strengths by keeping close communication with our partners for the most effective type training and real life scenarios possible. I plan on addressing the weaknesses by updating our equipment.

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

I will take the leadership role in these initiatives and I'm hoping by July 1, 2015 we will have everything updated and our Blackboard in place for our August 2015 class. Jeffrey Stafford, who is a qualified assistant of mine, will be retired and available to help me with these initiatives.

**G. Please provide any long term major resource planning.**

Ideally it would be nice to have our own training facility where we are able to conduct our classes, have our own driving pad, mock courtroom, firing range for optimal training. The driving pad could also be used by other FTCC if needed like fire trucks, EMS driving etc... The building itself could be used for several of our practicals and out of the public's eye. A lot of our students that attend the full time day academy do not work and gas back and forth to all the different training sites can be costly for the students. Also a garage/bay area for our patrol vehicles would be very beneficial with access to water to wash the vehicles after every drivers training practical

**H. Conclusions.**

When I came through BLET in 2005 under Mr. Masa it was a great program and since then it has really grown. I believe with the help and ideas of fellow officers and other school directors this program can really excel. I'm thankful to have the opportunity to be a part of molding our new recruits into well trained entry level law enforcement officers.

## **X-4 Appendices**

### **List of Attachments**

**Please indicate any supplemental materials submitted with this review document.**

**Fayetteville Technical Community College  
2201 Hull Road  
Fayetteville, NC 28303**

**Fayetteville Technical Community College  
Criminal Justice Technology / Latent Evidence  
BLET  
Minutes  
Advisory Committee Meeting  
5 Feb 2016**

**Members Present**

Yovana Vest –BLET Director  
Angela Berry-Saxon, CCSO  
Linda Novak, Dean  
Kimberly Gagnon, CCSO  
Larry Vick, CJ instructor FTCC  
Michael Hawkins, CJ Instructor FTCC  
Sharon McClare, Chief Magistrate  
Mark Vecellio, Latent Evidence Instructor FTCC  
Jeffrey Zack, Department Chair CJ FTCC  
Cpt Brantley, FPD

The meeting of the Criminal Justice Technology / Latent Evidence/ BLET Advisory Committee was called to order at 1:00pm

Jeffrey Zack spoke about the agreements that the department has with the different agencies within the City and County for the students to gain hands-on experience within the Worked Based Learning program.

Changes were discussed of the upcoming Certificate that was created with the CIS Department and the 2016 changes to the Criminal Justice educational plan.

Requests were made to all members to attempt to recruit new instructors that were available during the day time to teach. The department was growing and more qualified instructors are needed within both CJ technology and the Latent Evidence programs.

Our next Advisory Board meeting will take place in the Fall of 2017. Further information will be forthcoming.

The motion was made to adjourn and was seconded by members so the meeting adjourned at 2:00pm

Respectfully submitted.

Jeffrey Zack  
Department Chair

## 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

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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 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*