

# Fayetteville Technical Community College

## Detailed Assessment Report 2015-2016 Dean's Office for Business Programs *As of: 8/01/2016 10:57 AM EST*

### Mission / Purpose

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The purpose of FTCC Business Programs is to provide a learning-centered environment for preparing competent business and computer technology professionals for success in the workplace and enhancing their quality of life.

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

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#### O/O 1: Engagement

Students will be more successful in the completion of courses in their program area if classes are engaging.

#### Relevant Associations:

##### **Institutional Goals Associations**

- 2 Establish a culture of quality customer service.

##### **Strategic Objectives Associations**

###### FTCC

- 20 Ensure that faculty and staff understands their individual responsibility to provide high quality customer service.
- 64 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.

#### Related Measures

##### **M 1: Engagement**

**Why:** In order for students to make progress toward graduation and completion of their goals, they need to successfully complete the courses in their program area. If classes are engaging, students will be more likely to complete the class and further their educational goals.

**What and How:** Faculty, staff, and students will be asked what they consider to be characteristics of an engaging class. Based on these findings and other sources of information, a rating scale will be created to assess if a class is engaging. Classes will then be visited to evaluate the level of engagement. Both face to face and online classes will be included.

**Who and When:** The Dean of Business Programs and/or Chairs/Coordinators will conduct class visits in Fall 2015 and Spring 2016 to observe and evaluate classes based on the rating scale.

Source of Evidence: Academic indirect indicator of learning - other

##### **Connected Document**

[2015-16 Course Engagement Questionnaire](#)

##### **Target:**

85% of courses will earn an average or above in their engagement ratings.

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

A random sampling of courses across the programs showed that 93% of courses had an overall favorable finding when looking at course engagement. While this met the assessment target, it revealed both strengths and areas for improvement.

##### **Connected Document**

[2015-16 Course Engagement Assessment](#)

#### O/O 2: Credentials

The Business Programs faculty will have their credentials properly documented and current in the faculty credentials database.

#### Relevant Associations:

##### **Institutional Goals Associations**

- 1 Respond to student and community needs through measurable goals.

##### **Strategic Objectives Associations**

###### FTCC

- 17 More clearly define and articulate expectations for the role of instructional leaders.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.

#### Related Measures

##### **M 2: Credentials**

**Why:** Faculty need to be qualified to instruct the courses they are assigned.

**What and How:** As part of the hiring process, the initial entry of a faculty member's credentials is entered. It is the responsibility of the program coordinators and department chairs to document any changes including the terms taught and the courses taught. A review of the credentials database will be conducted to ensure the information is current and accurate.

**Who and When:** The Dean of Business Programs will review a sample of the records in the faculty credentials database to ensure the semesters taught are current, and the courses taught/qualified to teach are accurate.

Source of Evidence: Administrative measure - other

**Target:**

100% of programs reviewed will have the faculty credentials information current and accurate.

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

At the end of the spring term, 54% of faculty had their credentials properly documented in the database. Department Chairs/Program Coordinators are required to keep this information up to date each semester.

**Connected Document**

[2015-16 Credentials Audit Assessment](#)

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

**Credentials Update**

*Established in Cycle:* 2015-2016

The faculty credentials database is required to be updated each semester to include the terms and courses taught.

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

**O/O 3: Technology**

The Business Programs faculty will improve technology integration and student retention by adding Blackboard Collaborate into online classes.

**Relevant Associations:**

**Institutional Goals Associations**

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

**Strategic Objectives Associations**

**FTCC**

- 52 Standardize blackboard shells to ensure more active learning for students.
- 64 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.

**Related Measures**

**M 3: Technology**

**Why:** Student retention and successful completion of classes continue to be high priority goals for Business Programs. By incorporating Blackboard Collaborate into classes, students will have another way to communicate with instructors. Instructors can use this medium to keep students engaged, offer instruction, and provide more assistance.

**What and How:** Faculty are being trained on how to use Blackboard Collaborate and Webcams are being purchased for those faculty who need one. Faculty receive Blackboard Collaborate training in 2015SU and 2015FA. Collaborate should be incorporated into classes by 2016SP.

**Who and When:** In 2016SP, the Dean of Business Programs and/Chairs/Coordinators will review online classes to see if Blackboard Collaborate is being used.

Source of Evidence: Administrative measure - other

**Target:**

10 or more instructors will incorporate Blackboard Collaborate into at least online class.

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

Faculty were offered professional development on how to use Blackboard Collaborate. Of the 34 faculty, only 10 incorporated it into an existing class during the fall/spring academic year. One faculty member offered a virtual class during both the fall and spring terms. Additional virtual classes will be offered in the 2016-17 year. More professional development will be offered to assist faculty in learning this feature.

**Connected Document**

[2015-16 Blackboard Collaborate Assessment Results](#)

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

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**Credentials Update**

The faculty credentials database is required to be updated each semester to include the terms and courses taught.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

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

**Measure:** Credentials | **Outcome/Objective:** Credentials

**Implementation Description:** Department Chairs/Programs Coordinators have been given a list of items that have not been updated. Updates are required to be made by 6/22. On 6/23, a final check will be made to ensure the updates have been posted.

**Projected Completion Date:** 06/2017

## Analysis Questions and Analysis Answers

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

Each cycle, assessment shows us our strengths and our areas where improvements can be made. This year was no different. While we found that most of our credential postings are accurate, there were a few things that slipped by. While we are excited by the features of Blackboard Collaborate, there are some faculty who are apprehensive about using it. While our classes appear to be engaging, there are things we can do to improve them. Overall, one of the strengths of the assessment process for this office is allowing us to take a look at the big picture. It lets us see how we are doing as a group.

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

One of the weaknesses of this assessment process is that some measurements can be subjective. For example, what one person sees as an engaging class may not be engaging to someone else. While we try to be fair and objective, some times the evaluation is based on professional opinion. While an instructor may be able to count the number of grammatical errors, the quality of an essay is based on opinion. Not all issues or outcomes can be a simple yes/no or a number. Sometimes, you must make a judgement call.

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

With the credentials, we learned that not everyone is updating the information each term. We will put a plan in place to ensure that they are completed in a timely manner. With the course engagement, we found some instructors are better at some things, and we need to have a PD session so they can share what they do with others. There are also some classes that need to be updated and improved. This information will also be shared with faculty. With Blackboard Collaborate, we need to have additional training sessions so that faculty become more comfortable with the technology. Students enjoy these virtual sessions so we need to offer more of them.

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

Now that we see our shining stars, we can encourage them to share their methods/rationale with others. It was easy to spot the good work they are doing, and now we need to share it with others so they can make improvements. It is important to stay current not only in teaching (ie. Blackboard template) but also in our administrative record keeping (ie. credentials). With all of the activities involved in the start of classes, we need to be sure everything is taken care of including credentials. Once we get more faculty comfortable and using Blackboard Collaborate, we plan to increase the number of classes using the software and the number of virtual classes.

## Annual Report Section Responses

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### Program Review (Academic Units)

Support entities are not required to have program reviews.

### Advisory Comm. Minutes (Academic Units)

Support entities are not required to have advisory committee meeting minutes.

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

End of Year Report (2015-16) and Strategic Plan (2015-2020)

#### Connected Document

[Strategic Plan 2015-2020](#)

Class Engagement

Course: \_\_\_\_\_

Term: \_\_\_\_\_

	Yes	Some	Little	None
Does the class or website site (ie. graphic, colors) seem welcoming?				
Class Bb site uses the FTCC template to easily navigate?				
Is there a welcome announcement?				
Did the instructor seem to be positive and friendly (announcements for online)?				
Is there evidence of instructor involvement/Does the instructor seem to be engaged?				
Does the instructor participate in the class discussions/discussion boards?				
Does the instructor respond to questions asked/posted to them?				
Does the instructor prompt them to go beyond the textbook?				
Does the class use multiple types of assignments?				
Are the instructions easy to follow?				
Does the instructor include other resources?				
Is there a quick link to My Grades in Blackboard?				

### Are Classes Engaging?

168 total

Courses	Yes	Some	Little	None
ACC 121	1	5	3	3
BUS 110	8	2	2	0
BUS 125	6	3	2	1
BUS 137	6	2	2	2
BUS 153	7	2	1	2
HMT 110	9	0	1	2
MKT 220	6	3	1	2
OST 137	6	4	0	2
PAD 251	5	4	0	3
MKT 223	10	0	2	0
HRM 230	9	1	2	0
CUL 240	10	2	0	0
CUL 135	11	0	1	0
OST 141	6	3	1	2
<b>Total</b>	<b>100</b>	<b>31</b>	<b>18</b>	<b>19</b>

Favorable	Unfavorable	Final
6	6	even
10	2	favorable
9	3	favorable
8	4	favorable
9	3	favorable
9	3	favorable
9	3	favorable
10	2	favorable
9	3	favorable
10	2	favorable
10	2	favorable
12	0	favorable
11	1	favorable
9	3	favorable

%                      60%                      18%                      11%                      11%

**% Ratings Favorable                      78%**                      **% Courses Favorable                      93%**  
**% Ratings Unfavorable                      22%**                      **% Courses Other                      7%**

#### Results by Question:

14

	Yes	%	Some	%	Little	%	No	%
Q1	6	43%	3	21%	5	36%	0	0%
Q2	11	79%	3	21%	0	0%	0	0%
Q3	14	100%	0	0%	0	0%	0	0%
Q4	10	71%	2	14%	2	14%	0	0%
Q5	5	36%	8	57%	1	7%	0	0%
Q6	3	21%	3	21%	3	21%	5	36%
Q7	8	57%	2	14%	0	0%	4	29%
Q8	9	64%	2	14%	2	14%	1	7%
Q9	12	86%	2	14%	0	0%	0	0%
Q10	12	86%	2	14%	0	0%	0	0%
Q11	3	21%	3	21%	5	36%	3	21%
Q12	7	50%	1	7%	0	0%	6	43%

DEPT	FACULTY	TERMS	COURSES	INITIAL CHECK
ACC	FAC #1	2016SU		
ACC	FAC #2	2016SU	ACC 132, WBL 113	
ACC	FAC #3	2016SU		
ACC	FAC #4	2016SU	BUS 261, WBL 111, WBL 112	
ACC	FAC #5			No issues
ACC/BA	FAC #6	2016SP listed but no record of teaching	ACC 221 is marked yes but no record of teaching	
BA	FAC #7			No issues
BA	FAC #8	2014SP, 2014SU, 2016SU		
BA	FAC #9	2016SP		
BA	FAC #10			No issues
BA	FAC #11			No issues
BA	FAC #12			No issues
BA	FAC #13		BUS 110	
BA	FAC #14			No issues
BA	FAC #15			No issues
BA	FAC #16	2016SU	BUS 110, BUS 137, BUS 153	
BA	FAC #17	2013SU, 2016SP		
BA	FAC #18			No issues
BA	FAC #19			No issues
BA	FAC #20			No issues
BA	FAC #21			No issues
BA	FAC #22	2016SU	BUS 261, WBL 111, WBL 112	
BA	FAC #23			No issues
BA	FAC #24	2016SU	ACC 132	
BA	FAC #25			No issues
BA	FAC #26			No issues
BA	FAC #27	2016SU		
BA	FAC #28	2016SP		
BA	FAC #29			No issues
BA	FAC #30	2016SU	ACC 130; ACC 150 and BUS 135 are marked as yes but no record of teaching	
BA	FAC #31			No issues

BA	FAC #32			No issues
BA	FAC #33	2016SU	BUS 276	
BA	FAC #34			No issues
BA	FAC #35	2016SU		
BA	FAC #36			No issues
BA/BAF	FAC #37	2016SU	BAF 110	
BA/HR	FAC #38			No issues
BA/HR	FAC #39			No issues
BA/HR	FAC #40	2009FA, 2016SU	BUS 110, BUS 116, BUS 255, WBL 111, 112, 113	
BA/MKT	FAC #41	2016SU		
BA/MKT	FAC #42		BUS 110, MKT 223	
BA/MKT	FAC #43			No issues
BA/MKT	FAC #44	2016SU	MKT 220, MKT 230, WBL 111, 112, 113, 121, 122	
BA/MKT	FAC #45	2008FA; 2014SU listed but no record of any class	BUS 110, MKT 123	
BA/OMT	FAC #46		BUS 173, WBL 122; BAF 222 and 235 are marked but no record of teaching	
BA/OMT	FAC #47	2016SU		
BA/OMT	FAC #48		BUS 137	
BA/PAD	FAC #49			No issues
BA/PAD	FAC #50	2015FA		
BA/PAD	FAC #51			No issues
CUL	FAC #52	2016SP	Following courses showing as taught but no record of having taught: CUL 110, CUL 150	
CUL	FAC #53		CUL 120, 130, NUT 110, WBL 113	
CUL	FAC #54		CUL 192, WBL 111, 112, 115, 121, 122	
CUL	FAC #55	2016SU	Following courses showing as taught but no record of having taught: CUL 120, CUL 130, CUL 160, CUL 240, CUL 250, CUL 250A, CUL 260, CUL 260A, CUL 270, CUL 270A	
CUL	FAC #56	2016SU	WBL 111	
CUL	FAC #57	2016SU	CUL 112	
CUL	FAC #58		CUL 192	
CUL	FAC #59			No issues
CUL	FAC #60	2016SU		
CUL	FAC #61			No issues

CUL	FAC #62			No issues
CUL	FAC #63			No issues
CUL	FAC #64			No issues
CUL	FAC #65			No issues
CUL	FAC #66			No issues
Global Log	FAC #67	2016SU		
HMT	FAC #68			No issues
HMT	FAC #69	2016SU	HMT 215	
HMT	FAC #70			No issues
Hospitality	FAC #71		HRM 135	
Hospitality	FAC #72		BUS 137, HRM 220, HRM 230, HRM 245, HRM 280	
Hospitality	FAC #73			No issues
MOA	FAC #74			No issues
MOA	FAC #75			No issues
MOA	FAC #76	2016SU	MED 116, OST 134, 137, 138, 153, 184, 223, 236	
MOA	FAC #77	2016SP		
MOA	FAC #78		OST 241	
MOA	FAC #79		WBL 112 (not 121)	
MOA	FAC #80			No issues
MOA	FAC #81			No issues
MOA	FAC #82			No issues
MOA	FAC #83		OST 142	
MOA	FAC #84		OST 142	
MOA	FAC #85		OST 149 is marked as yes but no record of teaching	
MOA	FAC #86	2016SU	WBL 111; OST 148 is marked as yes but no record of teaching	
MOA	FAC #87	2016SU	OST 142 is marked but no record of teaching	
MOA	FAC #88			No issues
MOA	FAC #89			No issues
MOA	FAC #90	2016SU	OST 148, 245, 246, 247, 248	
MOA/HMT	FAC #91			No issues
OA	FAC #92		OST 289	
OA	FAC #93	2016FA		
OA	FAC #94	2016SU		
OA	FAC #95			No issues
OA	FAC #96	2016SU	OST 141, 142 are marked yes but no record of teaching	



OA	FAC #97			No issues
OA	FAC #98			No issues
OA	FAC #99	2016SU		
OA	FAC #100	2012FA, 2012SP, 2013FA, 2013SP, 2014FA, 2014SP, 2015SP	OST 132, 137, 164	
OA	FAC #101			No issues
OA	FAC #102	2013FA, 2016SU	OST 132, 138	
OA	FAC #103			No issues
Paralegal	FAC #104			No issues
Paralegal	FAC #105		LEX 240	
Paralegal	FAC #106		LEX 130, LEX 141, LEX 150	
Paralegal	FAC #107			No issues
Paralegal	FAC #108	2016SU	WBL 112, 121	
Paralegal	FAC #109	2016SU	LEX 130, 140, 141, 180, 240, 250, 283, 285, WBL 111, 112	
Paralegal	FAC #110			No issues
Paralegal	FAC #111	2016SP	BUS 115	
			Total	111
			# no issues (effective 2016SU)	50
			% with no issues as of 2016SU	45%
			# no issues as of Spring 2016	60
			% with no issues as of 2016SP	54%

### Blackboard Collaborate Integration

<b>Program</b>	<b># Instructors Who Have Integrated</b>
Accounting	0
Business Administration	4
Business Administration/Banking and Finance	0
Business Administration/Human Resources Management	0
Business Administration/Marketing & Retailing	0
Business Administration/Operations Management	2
Business Administration/Public Administration	1
Culinary Arts	0
Global Logistics & Distribution Management	1
Healthcare Management Technology	1
Hospitality Management	1
Medical Office Administration	0
Office Administration	0
Paralegal Technology	0
<b>Total</b>	<b>10</b>

# *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*