

Fayetteville Technical Community College

Detailed Assessment Report 2015-2016 Emergency Management Technology *As of: 8/01/2016 01:00 PM EST*

Mission / Purpose

The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services, and emergency planning. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance. The courses offered are primarily On-line and provide the working and distant student the opportunity to excel in a on-line environment, some courses may be offered in a face to face environment as well. Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons will have opportunities for skilled and supervisory-level positions.

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

SLO 1: Theories in Sociology of Disaster

To understand basic concepts and theories in sociology of disasters by learning how communities respond during a disaster and the social orders and groups that are derived from a disaster.

Relevant Associations:

General Education/Core Curriculum Associations

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

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 19 Increase Work-Based Learning and intern work opportunities for students.

Related Measures

M 1: Understand basic concepts and theories in sociology of disasters

What: To assess the student's level of understanding and writing ability and incorporate socialization skills through research and peer reviews of other course material. Why: This will assess the students' knowledge of Terrorism as well as the understanding of the concepts and ideas presented in the course. How: A research project consisting of a written paper. The paper will be graded using safe-assign and instructor feedback after review for clarity and content. The assignment will discuss at least 2 types of crimes associated with the specific disaster and topic. When and Who: The assignment will be given during the 2015-16 assessment cycle when EPT 120 (Sociology of disaster) is offered. The assignment will be assessed by the instructor that is teaching the course.

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents

[EPT120 Assignment](#)
[Rubric EPT](#)

Target:

85% of students will score at least 70% on the final exam.

Reporting Finding (2015-2016) - Target: Met

This course had a total of 22 students participate in the course and finish 4 of those received F's for failure to attend class or turn in work therefore only 18 actually tested making the total 82% seem below the 85% target. However based on those students that actually tested all received above 70% on their final.

Connected Document

[Grade report % EPT 120 SP16](#)

SLO 2: Disaster Research and Knowledge

Gain in-depth knowledge of one massive disaster and conduct research on it

Relevant Associations:

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.
- 4 Demonstrate quantitative competencies.
- 5 Demonstrate computer literacy.

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 51 Provide a safe and secure learning environment.
- 52 Standardize blackboard shells to ensure more active learning for students.
- 56 100% of new instructors will successfully complete the Excellence in Teaching Course prior to teaching their first class.

Related Measures

M 2: Gain in-depth knowledge of Disasters

What: To assess the student's level of understanding and writing ability and incorporate socialization skills through research and peer reviews of other course material. Why: This will assess the students' knowledge of Mitigation as well as the understanding of the concepts and ideas presented in the course. How: A multiple choice, essay question test will be given to measure the students knowledge and comprehension of the subject matter. The assignment will discuss what factors influence our culture and the students should identify at least 5 factors presented in the text or from scholarly research. When and Who: The assignment will be given during the 2015-16 assessment cycle when EPT 130 (Mitigation and Preparedness) is offered. The assignment will be assessed by the instructor that is teaching the course and automatically graded for the multiple choice questions. The Instructor will grade the essay questions based on content and accuracy.

Source of Evidence: Standardized test of subject matter knowledge

Connected Documents

[EPT Test Instructions](#)
[EPT130 Final](#)

Target:

85% of students will score at least 70% on the final exam.

Connected Document

[EPT130 Final](#)

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

This course had 80% of the students meet the target result of 70% or better, thus missing the 85% of students receiving a 70% or better.

Connected Documents

[EPT 130SP % Grade Report](#)
[EPT130 Final](#)

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

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

EPT 130 Revision

Established in Cycle: 2015-2016

To revise the Course plan and look at a more interactive and conducive online environment that keeps the attention and learning ...

SLO 3: Terrorism and Emergency Management

This course covers preparing for, responding to, and safely mitigating terrorism incidents. Topic include the history of terrorism, scene hazards, evidence preservation, risk assessment, roles and responsibilities, explosive recognition, and terrorism planning. Upon completion, students should be able to recognize the threat of terrorism and operate within the emergency management framework at a terrorism incident.

Relevant Associations:

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.

Institutional Goals Associations

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

Strategic Objectives Associations

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- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 19 Increase Work-Based Learning and intern work opportunities for students.
- 49 100% of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class.
- 51 Provide a safe and secure learning environment.
- 52 Standardize blackboard shells to ensure more active learning for students.

Related Measures

M 3: Research paper

What: To assess the student's level of understanding and writing ability and incorporate socialization skills through research and peer reviews of other course material. Why: This will assess the students' knowledge of Terrorism as well as the understanding of the concepts and ideas presented in the course. How: A research project consisting of a written paper. The paper will be graded using safe-assign and instructor feedback after review for clarity and content. The assignment should cover each step in the planning process and Terrorism planning on the local level. When and Who: The assignment will be given during the 2015-16 assessment cycle when EPT 220 (Terrorism and EM) is offered. The assignment will be assessed by the instructor that is teaching the course.

Source of Evidence: Project, either individual or group

Connected Documents

[Final Research paper Instructions](#)
[Rubric EPT](#)

Target:

80% of students will score at least 60% on the research assignment paper.

Reporting Finding (2015-2016) - Target: Met

All students enrolled in both sections of this course met or exceeded the 60% target for this assessment.

Connected Document

[EPT220 Grade Report %](#)

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

EPT 130 Revision

To revise the Course plan and look at a more interactive and conducive online environment that keeps the attention and learning of the student in mind throughout the course. Advise Instructors in more methods to engage online learners. To ensure students meet the expected knowledge level we intend to add more self assessments throughout the course and have a stronger study period before the final.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Gain in-depth knowledge of Disasters | **Outcome/Objective:** Disaster Research and Knowledge

Implementation Description: To ensure students meet the expected knowledge level we intend to add more self assessments throughout the course and have a stronger study period before the final.

Projected Completion Date: 07/2016

Responsible Person/Group: Ken Buckey EM Dept Chair

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

This assessment process has much strength that not only affected the Emergency Management Program but the High School Connection Program as well. We added a High School connections Certificate to EM this year and the assessment allowed us to bring new students in and are Instructors had to improve course delivery from online to face to face instruction. It also allowed for the Department to improve management decisions and course delivery techniques and instructional material within the program area.

What were the weaknesses of your assessment process?

This assessment process has some weaknesses. Since findings were written and used, it will provide a learning curve for the writing of better Achievement Target Statements next year. Since we have just started taking are on line courses and transitioning them to a face to face environment we have a basic knowledge of improvement areas we went to improve on for next year and enhance the overall delivery of the program to meet the students and industry needs.

What was learned as a result of your assessment process?

A great deal was learned from the assessment process. The industry needs and course delivery techniques provided a pattern for all Instructors to use throughout the department. The assessment period allowed for the department to expand its course offerings and develop courses that can be articulated to four year Universities.

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

What I have learned will have a great impact on the department's course offerings, the delivery methods and teachings techniques across the board. By determining what courses that have multiple offerings and different instructors we can better develop course outlines and methods of delivery that provide students with a focused and instructional content that is conducive to online and face to face learners.

Annual Report Section Responses

Program Review (Academic Units)

Attached is the most recent Academic Program Review for Emergency Management Technology.

Connected Document

[EM Program review 2014](#)

Advisory Comm. Minutes (Academic Units)

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

Connected Document

[Emerg Mgmt Minutes](#)

End Of Year Reports (VPs, AVPs, Deans)

Strategic Plan (2015-2020) and other related documents

Connected Documents

[2016 Grad Survey](#)

[Strategic Plan 2015-2020](#)

EPT120 Assignment Instructions

Pick a subject from the following list and compile a comprehensive research paper using the below listed guidelines.

Looting and Disasters

Sexual Assault and Disasters

Disaster Fraud

The Assignment is to be started and worked on through the course with a draft being turned in by midterm so I can review and send you feedback. The final paper is to be finalized and turned in as a complete paper during the final week.

Resources Course textbook, World Wide Web, Course text

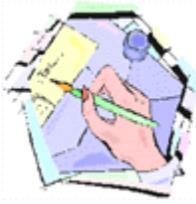
Acceptable Length 1500 words

Formatting Requirements

- Put your name, course and section number, and assignment title at the top of the document.
- Use one-inch margins.
- Use a 12-point Times New Roman font.
- Use double line spacing in the document.
- Use [APA Citation Style](#)

There will be an assignment link under this module for you to turn your draft and final into upon completion.

FTCC



	Criteria					Points
	20	15	10	5	0	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	No logical sequence	
Content Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	No understanding of subject	
Grammar and Spelling	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	Un readable and several mistakes in grammar	
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	Sloppy	
References	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	No references or quotes not cited	
	A (90-100)	B (80-89)	C (70-79)	D (60-69)	F (0-59)	

Teacher Comments:

EPT 120- Grades

Student	EPT 120 2901SP16 Online	EPT 120 1 B01 SP16 Hybrid		Grade	total
1	A	A		A	16
2	A	A		B	0
3	F	A		C	1
4	F	F		D	1
5	A	F		F	4
6	C	A			
7	A	A			
8	A	A			
9	A	D			
10	A	A			
11		A			
12		A		Overall total	22
	80%	83%			81%

Test Instructions for Finals

This is a multiple choice, essay question test that will measure your knowledge and comprehension of the subject matter.

The questions in each test are numbered, and the suggested answers for each question are lettered. On the answer document, the rows of ovals are numbered to match the questions, and the ovals in each row are lettered to correspond to the suggested answers.

For each question, first decide which answer is best. Next, locate on the answer document the row of ovals numbered the same as the question. Then, locate the oval in that row lettered the same as your answer. Once you click on your selected answer it will be saved and you can move on to the next question. Once you are complete click on the select button your multiple choice questions will be automatically graded. Your essay questions will be graded by the instructor and then your grade will be posted.

- Description** 50 Questions from each of the module's reading assignments.
- Instructions**
- Timed Test** This test has a time limit of 2 hours. You will be notified when time expires, and you may continue or submit.
Warnings appear when **half the time, 5 minutes, 1 minute, and 30 seconds** remain. *[The timer does not appear when previewing this test]*
- Multiple Attempts** Not allowed. This test can only be taken once.
- Force Completion** Once started, this test must be completed in one sitting. Do not leave the test before clicking **Save and Submit**.
This test does not allow backtracking. Changes to the answer after submission are prohibited.

Question 1

1. Mitigation is defined as _____ actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.
- fast
 - legal
 - construction
 - sustained

2 points

Question 2

1. Community Education and Outreach produces educational materials, brochures, displays, and fact sheets on hazard mitigation topics relevant to the disaster.
- True
 - False

2 points

Question 3

1. FEMA's _____ Program includes competitive grants for hazard mitigation planning and projects.

- Pre-Disaster Mitigation
- Public Assistance
- Individual Assistance
- Hazard Mitigation Grant

2 points

Question 4

1. Among the most urgent and important assets within the community are critical facilities. Critical facilities include the following: *(Select all that apply)*

- Transportation systems
- Lifeline utility systems
- High potential loss facilities
- hazardous materials facilities
- privately owned businesses

2 points

Question 5

1. The _____ is authorized under Section 404 of the Stafford Act and is the main post-disaster hazard mitigation program.

- Public Assistance
- Individual Assistance
- Hazard Mitigation Grant Program
- Pre-Disaster Mitigation

2 points

Question 6

1. When a State's resources are overwhelmed by a disaster event, the _____ submits a request for a major disaster declaration to FEMA.

- Governor
- Lieutenant Governor
- State Emergency Manager
- State Police Commander

2 points

Question 7

1. _____ are general guidelines for what you want to achieve in the long run.

2 points

Question 8

1. State responsibilities under the Disaster Mitigation Act of 2000 are:
 - Prepare and adopt a jurisdiction-wide natural hazard mitigation plan as a condition of receiving post-disaster grants for hazard mitigation
 - Review the hazard mitigation plan, and if necessary update, every five years
 - Eliminate long-term risk to people and property with the use of Federal funding
 - Make available, from hazard mitigation grant programs, funds for assisting local jurisdictions with hazard mitigation planning and projects.

2 points

Question 9

1. A National Flood Insurance Program (NFIP) policy holder may be eligible for _____ funds to mitigate the risk of future flooding if the structure is located in a Special Flood Hazard Area (SFHA) and is more than 50 percent damaged.
 - Increased Cost of Compliance (ICC)
 - Hazard Mitigation Grant Program
 - Individual Assistance
 - Small Business Administration

2 points

Question 10

1. Select ways to reduce the risk of future hazard damages to new development.

- Location (planning)
- Better codes
- Implementation and enforcement of codes
- rehabilitation of damaged structures

2 points

Question 11

1. The _____ Act authorizes the President to declare that a major disaster or emergency exists.

2 points

Question 12

1. In order for the State and its local jurisdictions to be eligible for Hazard Mitigation Grant Program funds, the State must have a FEMA-approved _____.

- recovery plan
- building code plan
- evacuation plan
- hazard mitigation plan

2 points

Question 13

1. In sustainable communities, decisions made by the present generation will:

- Reduce the options of future generations
- Not reduce the options of future generations
- Eliminate options of future generations

- Have no effect on future generations

2 points

Question 14

1. Flood-proofing and acquisition are examples of hazard mitigation action in the _____ category.

- prevention
- property protection
- natural resources protection
- structural

2 points

Question 15

1. Emergency Management is a cycle of:

- planning, preparing, responding
- preparedness, response, recovery and mitigation
- building, repairing, rebuilding
- warning, flooding, evacuation

2 points

Question 16

1. The _____ strategy provides direction for the community's efforts to reduce the potential losses identified in the risk assessment.

2 points

Question 17

1. _____ is the susceptibility to physical injury, harm, damage or economic loss.

- Hazard
- Vulnerability
- Risk
- Exposure

2 points

Question 18

1. Planning, zoning, and open-space preservation (parks and recreation areas) are examples of hazard mitigation actions in the _____ category.
 - prevention
 - property protection
 - structural
 - natural resources protection

2 points

Question 19

1. Section _____ of the Stafford Act authorizes funds for hazard mitigation measures to meet the need for government services and infrastructure in areas affected by the disaster.
 - 404
 - 406
 - 408
 - 402

2 points

Question 20

1. The direction of the hazard mitigation plan is determined by the results of the risk assessment and the community's current and potential capabilities.
 - True

- False

2 points

Question 21

1. Dikes, levees, and seawalls are examples of _____ mitigation actions.

- structural
- prevention
- property protection
- natural resources protection

2 points

Question 22

1. _____ is an act or phenomenon that has the potential to produce harm or other undesirable consequences to a person or thing.

- Hazard
- Vulnerability
- Risk
- Exposure

2 points

Question 23

1. The phase of hazard mitigation planning where you determine, for each potential hazard, the probability of an event, the potential severity of the event, and the potential impact on the community in terms of human and dollar losses is:

- Organizing resources
- Assessing risks
- Developing the mitigation plan
- Implementing the mitigation strategy and monitoring progress

2 points

Question 24

1. Hazard mitigation planning efforts will be more successful if the team has official _____ to develop and implement a hazard mitigation plan.

2 points

Question 25

1. An essential characteristic of sustainable communities is vulnerability to disasters.

- True
- False

2 points

Question 26

1. _____ is the people, property, systems, or functions that could be lost to a hazard.

- Hazard
- Risk
- Vulnerability
- Exposure

2 points

Question 27

1. According to the Disaster Mitigation Act of 2000, each community entering into a "multi-jurisdictional" plan must do this in order to receive hazard mitigation funds:

- Have demonstrated capability to perform hazard risk assessments
- Sign an agreement to provide a designated percentage of the costs to develop the plan
- Participate in the planning process and officially adopt the plan
- Have incurred substantial damage due to hazard events within the last five years

2 points

Question 28

1. Match the mitigation program with the appropriate description below:

NFIP
NDSP
NEHRP
NHP

- A. Goal is to reduce future flood damage through floodplain management and to provide flood insurance.
- B. Includes grants to state dam safety programs and train dam safety staff
- C. Supports projects and activities to protect communities from hurricane hazards.
- D. Long-term nationwide program to reduce risk to life and property from earthquakes in the U.S.

2 points

Question 29

1. An acronym for a set of criteria used to screen options for planning decisions is _____.

- DMA 2K
- PDM
- HAZUS
- STAPLE (E)

2 points

Question 30

1. The best way to ensure that disaster damage is not repeated is to:

- rebuild
- repair
- mitigate
- hibernate

2 points

Question 31

1. The only insurance available for flood risks is:

- National Flood Insurance Program
- Homeowners Insurance
- Homeowners Association Insurance
- Catastrophic Insurance

2 points

Question 32

1. A flood insurance policy can also cover the contents of a home, such as furniture, collectives, clothing, jewelry and artwork.

- True
- False

2 points

Question 33

1. Mitigation is defined as :_____ actions taken to reduce or eliminate long-term risk to people and property from hazards and their effects.

- fast
- legal
- sustained
- construction

2 points

Question 34

1. To participate in the National Flood Insurance Program (NFIP), communities must:

- eliminate flood hazards
- adopt and enforce floodplain management ordinances
- elevate existing homes located in the Special Flood Hazard Area
- relocate coastal structures away from Special Flood Hazard Areas

2 points

Question 35

1. To explain the rationale for mitigation, you would cite

- the potential for loss of life and property damage.
- the potential interruption of business and commerce
- the potential interruption of public services.
- All of the above.

2 points

Question 36

1. The process of gaining support for hazard mitigation can be carried out in three steps which are consistent with those described in FEMA's planning guide entitled, "Getting Started: Building Support for Mitigation Planning." The steps included within this guide are: (*select all that apply*)

- Assess Community Support
- Market the plan
- Build the Hazard Mitigation Planning Team
- Engage the Public

2 points

Question 37

1. _____ is the process of measuring the potential loss of life, personal injury, economic injury and property damage resulting from hazards.

- Hazard

- Vulnerability
- Exposure
- Risk Assessment

2 points

Question 38

1. Wetlands protection and dune restoration are examples of hazard mitigation actions in the _____ category.
 - prevention
 - structural
 - property protection
 - natural resources protection

2 points

Question 39

1. Section 408 of the Stafford Act authorizes temporary housing for up to ____ months for displaced persons whose primary residences was heavily damaged or destroyed.
 - 14
 - 18
 - 12
 - 24

2 points

Question 40

1. The _____ _____ _____ group in the Hazard Mitigation Branch provides advice to the public on hazard mitigation techniques and insurance at the Disaster Recovery Centers.

2 points

Question 41

1. _____ are the people, property and activities in a community that should be identified and listed within a hazard mitigation plan.

2 points

Question 42

1. The DMA 2000 created an emphasis on hazard mitigation planning at the Federal and State levels of government.

- True
- False

2 points

Question 43

1. A hazard profile includes (*select all that apply*)

- Location or geographical areas affected by the hazard event
- Hazard magnitude or severity
- Probability, likelihood, or frequency of the hazard event occurring
- Any past occurrences of the hazard events in or near the community.

2 points

Question 44

1. The _____ may make available additional disaster loan amounts up to 20 percent, to help pay for hazard mitigation actions.

- Hazard Mitigation Grant Program
- Small Business Administration
- Individual Assistance
- Community Education and Outreach

2 points

Question 45

1. To be funded, HMFP projects must be cost effective, a permanent or long-term solution, environmentally sound, and consistent with state and local hazard mitigation plan strategies.

- True
- False

2 points

Question 46

1. It is important that _____ be measurable so you will know when you have successfully implemented the mitigation strategy.

- objectives
- resources
- planning
- assets

2 points

Question 47

1. The _____ authorizes the President to declare that a major disaster or emergency exists.

- Disaster Mitigation Act of 2000
- Coastal Barrier Resource Act
- Stafford Act
- Pre-Disaster Mitigation Act

2 points

Question 48

1. _____ is the estimated impact that a hazard would have on people, services, facilities, and structures in a community.

- Hazard
- Vulnerability
- Risk
- Exposure

2 points

Question 49

1. Dikes, levees, and seawalls are examples of _____ mitigation actions.

2 points

Question 50

1. Loss estimation is not required for approval of a local hazard mitigation plan by FEMA, but provides valuable information to the selection of the mitigation strategy.

- True
- False

Final Research Paper Instructions

This paper is worth 20% of your grade. Students will be required to research and write a six (6) page college level research paper on Terrorism and Emergency Management. The six (6) pages are as follows: page 1 is your title page, page 2 is your abstract, page 3 - 5 is the body of your paper (intro, body, conclusion), and page 6 is your reference page. The topic can be about anything covered by the text or something you found during your research assignments. Your research paper will consist of four things: cover sheet (includes your Title, your name, class, date), abstract (on it's own page), body of your paper (which includes introduction, body, and conclusion), and your reference page. This research paper will be completed in the American Psychological Association (APA) Format. Spelling, grammar, punctuation and syntax count! Students will utilize the APA format to write the paper as outlined in the text, APA Formatting and Style Guide:

<http://owl.english.purdue.edu/owl/resource/560/01/>

Each research paper will utilize a minimum of three APA-style references (resources of where you received your information, example: Terrorism and Homeland Security textbook, internet website, newspaper article etc...). Each page in the body of your paper (not including the abstract) will contain at least one in-text citation which will marry up with your references. Students may utilize any source they would like however the reference must be properly annotated on the reference page. It is the express responsibility of the student to ensure that the paper reaches the instructor on time. Papers will be submitted via the safe assign drop-box. Do not plagiarize your paper!!! (Copying someone else's work and taking credit as if it were your own, always, always, give credit where credit is due) Write it yourself! Plagiarized papers will receive ZEROS. Papers will be graded using a RUBRIC similar to the Discussion Board Rubric. Papers will not be accepted if turned in after the due date. Students may turn papers in as early as they wish, if received a week (or earlier) before the due date, it will be accepted as a draft and the student will have an opportunity to make corrections for a higher grade. The graded paper will remain the property of the instructor.

A sample APA style paper is provided below also from Purdue. Use it as a guide on how to write your own research paper.

<https://owl.english.purdue.edu/owl/resource/560/18/>

EPT 220SP- Grades

Student	EPT220 0901 SP16 Online	EPT2205H01 SP16 HS Conn.		Grade	total
1	A	A		A	5
2	A	A		B	4
3	B	A		C	2
4	D	B		D	6
5	D	B		F	0
6	D	B			
7	D	C			
8		C			
9		D			
10		D			
				Overall total	17
	100%	100%			100%

EPT 130SP16- Grades

Student	EPT130 SP16			Grade	total
1	B			A	6
2	A			B	1
3	F			C	0
4	F			D	1
5	A			F	2
6	D				
7	A				
8	A				
9	A				
10	A				
				Overall total	10
					80%

Fayetteville Technical Community College

Academic Program Review

EMERGENCY MANAGEMENT

Current Version Originally Published

Spring 2014

Last Revised: January 2, 2014

Proponent: Vice President for Academic and Student Services

Available online at:

http://www.faytechcc.edu/institutional_effectiveness/handbookmanualplans.aspx

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

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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X-1 Mission

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

X-2 Purpose of Review

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

X-3 Overview of Program Review Process

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

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

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

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

A. Provide a description of the program.

The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. The study involves both management and technical aspects of law enforcement, fire protection, emergency medical services, and emergency planning. Course work includes classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection, and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance. Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons will have opportunities for skilled and supervisory-level positions.

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

The mission of the EM program meets institutional goals by meeting the needs of the students and the community for professional development and higher educational goals of our Emergency Service professionals, as well as workforce preparedness of those individuals that are not in Emergency Services but may have a goal of eventually becoming a Emergency Service professional.

By having online instruction, we can reach more of this select community and meet their needs while ensuring we have quality instruction through professional development of our instructors and keeping abreast of industry trends and changes. This ensures we as a program and a school give our students not only quality instruction, but up to date information in this technological field of study

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

Presently there are no pre-requisites for this program.

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.

The articulation agreement with FSU's Fire Administration Degree also carries over to this program.

See Attached Agreement

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.

At this time the partnerships with Cumberland County Schools is on going, and we are discussing the addition of a High School class for a Certificate in Emergency Management. Fayetteville State University takes our Emergency Management courses for there BA program. We are considereing a articulation agreement with Campbell and UNC Charlotte.

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.

See Attached Sheet.

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.

Upon successful completion of this program, students will be able to:

1. Demonstrate knowledge of emergency operations planning systems.
2. Demonstrate knowledge of emergency management operations.
3. Demonstrate knowledge of the administration role of the emergency manager.
4. Demonstrate knowledge of federal, state and local mitigation programs.
5. Demonstrate knowledge of long and short term recovery programs.
6. Demonstrate knowledge of the facilities and equipment used in comprehensive emergency management.
7. Demonstrate knowledge of professional development for advancement within the profession.

Some related learning outcomes include, but are not limited to, the ability to:

1. Describe the processes for development of an emergency operation plan.
2. Demonstrate knowledge of natural and man-made hazards.
3. Recognize and identify different concepts of emergency planning

In addition, students will demonstrate mastery of the four college-level core competencies through the General Education courses included in the program.

These are:

1. Reading with critical competency.
2. Writing clearly and coherently.
3. Demonstrating literacy as appropriate within the discipline.
4. Demonstrate the ability to apply problem-solving techniques or methods in a variety of settings to make informed decisions

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

The curriculum is based off of current state approved education plans and meets the current industry standards for training and preparation of students for careers in the field of Emergency Management. It is further designed for the needs of working individuals and professionals in the public service field while opening up new doors for the new student. With continued professional development of the faculty, we keep the program geared toward the next generation of professionals and ensure we meet the needs of the industry. Updates to the program our adjusted as technology changes. The only new technology that might be a concern in the future is computer based programs for the analysis of hazards and their mitigation. As these programs become available there implementation may be added to specific courses as needed.

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?

Faculty at FTCC are allowed the latitude to update texts as needed and also improve on the course format's as long as the required material that the state and the institution require remain intact. This latitude allows the instructor to tailor the modules to their individual teaching style, but still contain the information in case a new instructor has to teach the course the next term. Instructors are also encouraged to attend seminars and workshops within their respective fields that give real world up to date information that we may be able to add to the courses. The advisory committee was allowed the same latitude in the area of recommendations for changes in course design and textbooks based on industry standards at the time.

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?

Prior to January 2014 the course hours were dropped and the additional English was the sacrifice for those hours. This change did lower the hours, but most recently we saw this adversely affect the transition of some students to a four year University that required second English. The overall outcome to drop course hours was achieved.

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

We have a certificate in the system, but it is not open at this time. The plan for the 2016 Academic year is to implement a High School Connections Program in conjunction with the High School of Public Safety and Security. We will gain more students into the program by adding this track to their certificate program. The expectation is that the program will grow once students graduate from High School and choose to continue this program of study. We also want to add the certificate program into the regular curriculum to allow non-Emergency Management students to gain knowledge and provide a background in Emergency Management for CJ students.

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.

Patricia Strahan, Cumberland County Schools High School Fire Academy Coordinator (5 years)
Chief Ben Major, FFD, (5 years)
Chief M. Melvin, Ft Bragg FD, (5 years)
Capt. Dan Manley, Ft Bragg FD, (5 years)
Dean Demark, DES, Ft. Bragg, (5 years)
Cumberland County Schools Representative, Carson Phipps Career and Technical Education Coordinator.

Daryle Nobles, Dean, Engineering, Public Service & Applied Technology (5 years)
Kenneth Buckey, Dept. Chair, Emergency Management/Fire Protection Tech, (1 year)

The members of this board are leaders and subject matter experts in the Emergency Service and have been selected from the community to ensure a broad spectrum of ideas and thoughts are received from not just one entity, but the entire community so we can affect the biggest number of students and ensure continued efficiency and adapting to new technologies and trends in the industry.

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.

The Board meets in November and February; issues discussed range from new trends and topics of concern to program development and continuing education for Emergency Service professionals. Most recently, with the H.S Connections Fire Academy briefing, we are seeing HS graduates continue into the AAS for Fire Protection. The board takes recommendations and either votes on them at the current meeting or develops a committee to further develop the recommendation.

Below is the last Advisory Meeting Minutes:

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

PO BOX 35236 FAYETTEVILLE, NORTH CAROLINA 28303-0236 PHONE (910) 678 8400 FAX (910) 484 6600

**Fayetteville Technical Community College
Fire Protection Technology/Emergency Management Technology
Minutes**

Advisory Committee Meeting

19 February 2014 5:00 PM Fayetteville Fire Department, Station 14

Members Present:

Patricia Strahan, Chief Ben Major, FFD, Chief M. Melvin, Ft Bragg FD, Capt. Dan Manley, Ft Bragg FD, Dean Demark, DES, Ft. Bragg, Cumberland County Schools Representative.

Fire Protection, Faculty Present:

Daryle Nobles, Dean, Engineering, Public Service & Applied Technology
Kenneth Buckey, Dept. Chair, Emergency Prep Tech/Fire Protection Tech,

The FTCC Advisory Committee Meeting was held at Station 14, City of Fayetteville Fire Department at 5:00 pm. Introductions of Ken Buckey the new Dept. Chair for FPT at FTC were made, The Benediction was made and a dinner was served.

The following topics were discussed:

1. Discussion on Work based learning update by Ken Buckey, working with Earnest Ward a template was made which gives a cross over credit for certain Fire certifications. Also in the works is the Military MOS 12M Firefighter to be added to the credit for military experience. Chief Melvin (FBFD) brought up that DOD FF's have different certifications. This should be no problem since they are still ISAC certified.
2. Skills USA update, when it is and possible number of students attending FTCC's on Mar 7, 2014
3. Academic performance of HS Academy students; 2 students that are enrolled in the EE Smith Program and FTCCs FPT =Certificate program have been selected to attend leadership conferences in Washington DC this year.
4. Recruitment strategies for the program discussed and Chief Major discussed new possibilities within the city of Fayetteville on their recruitment policies. Degree recruitment in the future will tie into the crossover credit application and future attendance by ken Buckey at the Cumberland County Chiefs meeting to showcase the program and its advantages for new and returning students.
5. There will be a fundraiser for the EE Smith and South View Senior high Schools HS Connections programs, flyers were handed out.
6. The present classes of HS Fire Academy graduation ceremony will be May 23, 2014 at Smith Recreation Center.
7. Adjournment.

At 7:30 p.m. the meeting was adjourned with an announcement that the next meeting date and time will be advised later.

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.

The minutes, reviewed, discussed the primary concern of a Full Time faculty member to run the program and that issue was resolved in January of 2014 with the hiring of a full time Department Chair/Instructor.

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.

Emergency Management Core Courses Offered by Semester (Fall 2010-Fall 2013)

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
CJC-170	*	*	*	1	*****	1	1	*****	1	1
EPT-120	1	2	1	2	2	1	2	2	**	1
EPT-124	**	1	**	**	**	**	**	1	**	**
EPT-130	***	1	***	***	1	***	***	1	***	***
EPT-150	1	****	****	1	**	****	****	****	****	1
EPT-210	***	1	***	***	1	***	***	1	***	***
EPT-220	1	1	1	**	**	**	1	1	**	1
EPT-275	1	1	**	**	1	**	1	**	**	1
FIP-152	***	1	***	***	1	***	***	1	***	***

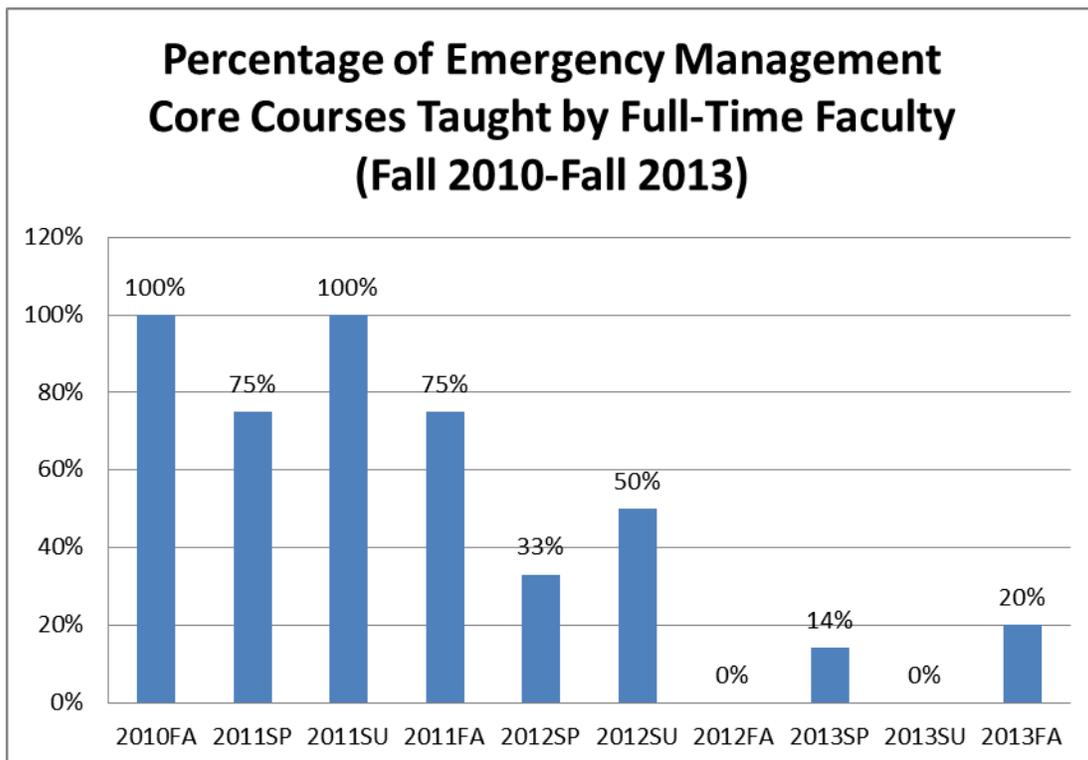
*Core Course not yet added to program, per NCCCS.

**Core Course not offered due to course sequencing and student education plans.

***Core Course offered during the Spring term.

****Core Course offered during the Fall term.

*****Core Course not offered during the Spring term.



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.

Presently the criteria for an Instructor in the Emergency Management program consists of a minimum of an Associate's Degree, preferably in Fire Protection or Emergency Management, and some relevant Emergency Service experience. During the hiring process the application pool is reviewed for candidates that possess the minimum qualifications and then their background is looked at for experience. For example, two individuals both have Associates degrees, but on their experience one has been in the Emergency Service for ten years while the other has only been in two years and has never taught an Emergency Service class before. Based on this scenario, the experienced candidates higher qualifications make him or her more qualified

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).

Kenneth Buckey, former Lieutenant with fourteen years' experience in the Fire Service. He holds a BA in Homeland Security and Emergency Management. He has several Fire Service Certifications and is retired from the US Army and holds certifications as a Military Policeman and an Anti-Terrorism and Force Protection Specialist

Kelvin Brim is a Captain with the City of Charlotte NC and has in the Fire Service for twenty years, he holds a MS in Fire Administration. He currently holds several Fire Service Certifications ranging from FF to Fire Officer 2 as well as Fire Instructor level 2.

Keith Rogers is a Battalion Chief with the City of Charlotte NC and has been in the Fire Service for twenty-eight years he holds a Bachelor in Fire Service Administration and Political Science. He currently holds several Fire Service Certifications ranging from FF to Fire Officer 2 as well as Fire Instructor level 2.

Yovana Vest has recently been selected as the new Basic Law Enforcement Training Director at Fayetteville Technical Community College in March 2014. She received her Master's Degree in Criminal Justice with an emphasis on Homeland Security from Tiffin University. She received her Bachelor's Degree in Business Administration with an emphasis in Organizational Development. Prior to becoming the BLET Director, for the past nine years Yovana has been employed with the Cumberland County Sheriff's Office as a Criminal Investigator. As a criminal investigator she worked in different units to include: homicide, special victims unit, property crimes, and financial crimes. Yovana still currently serves as a reserve deputy for the Cumberland County Sheriff's Office.

Ronnie Willet is a Captain with the City of Fayetteville, NC FD and has been in the Fire Service for twelve years he holds a MS in Fire Administration and numerous Fire Service certifications.

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

Presently the full time faculty receives yearly personnel evaluations, but there are no required evaluations of part-time personnel. However, there have been course reviews conducted on current classes for both full time and part time faculty members. Recently a course review was conducted to ensure compliance with new Blackboard standards and those courses needing work were identified and reworked to meet the requirements for the next term, as well as, prompting the instructors to make all courses meet the new standards.

Even though there are no personnel evaluations for part time instructors the course reviews and the student evaluations allow us to see what the instructor is doing and helps the leadership and the individual; improve on their weaknesses and maintain their strength.

The Department Chair has weekly contact with all Instructors to ensure they are apprised of new policies and procedures. Discussions on upcoming semester courses, current courses, and how they are going.

Overall each instructor within the department is a highly skilled professional that is proactive and student oriented. The Department Chair has had no issues with the present instructors and they are performing their jobs exceptionally.

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.

Each faculty member is required to attend professional development classes, aside from the classes that FTCC provides in teacher development. The Emergency Management instructors also maintain their Certifications through continuing education courses, seminars, National Fire Academy Classes and independent study courses from FEMA and EMI. These additional classes provide up to date information that is relevant to the Fire Service and ensures we as an institution teach current industry standards to our students and also ensures our instructors are also receiving up to date training for their proficiency.

FTCC can support and enhance faculty professional development by taking advantage of the NFA resident (on-campus) courses. The NFA provides courses for free to all qualified fire service personnel. This would only require the College to cover the cost of transportation and food. The cost of the class and lodging is included as a part of the NFA's continuing effort to enhance fire training and education. It should be utilized by FTCC when a part-time faculty member has the ability to attend. This could be done in collaboration with the individual's fire department.

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.

Presently there are no research initiatives being undertaken in the Emergency Management Program. The present initiative is to add a certificate program to the High School program and grow the Degree program. Future initiatives will be looked at later in the academic year of 2014-2015.

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.

Not at this time.

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.

Not Applicable

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 recently had a course that did not have a book and we used an E-Book from the library that met the course needs and those of the students at no cost to the student.

Most recently we collaborated with the CJ Department and conducted study sessions for all students in both programs at the Success Center. Subjects ranged from APA class, Discussion Board pointers, in Selected Topics in Criminal Justice. The Success Center staff was very accommodating and helpful.

The staff at Registration and Evaluations has been especially helpful to the faculty of this department and have aided us greatly.

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 services provided meet the needs of both the Instructors and the students. The needs of the instructors for presentation support material is usually obtained when requested and in a timely manner. This keeps the program in pace with changes in the industry. Recently we have found that the publishers are producing course support material such as Power Point presentation and quizzes that aid the instruction of classes.

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?

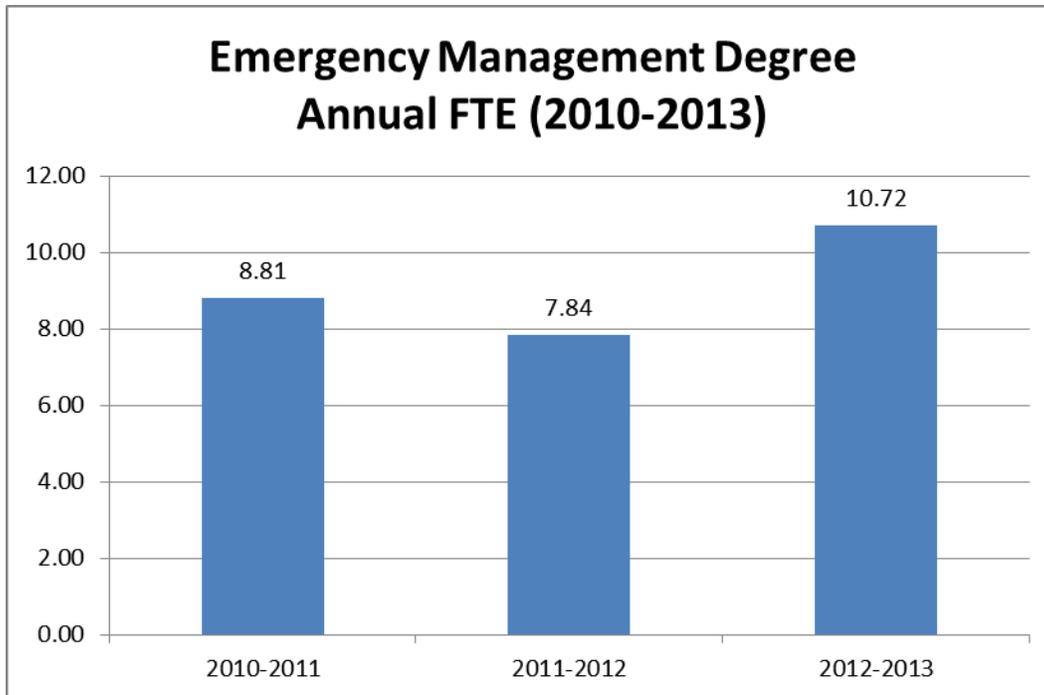
The current program is staffed by one full time Chair/Instructor, and three part time instructors. Two of the three part time instructors also teach FPT courses. We are presently screening applications for an additional part time adjunct for EM. The future addition of an EM certificate in the High School Program will require an additional Full Time Instructor to facilitate this Monday-Thursday on campus Course. The Department Chair position should be changed from a 10 month contract to a 12 month contract based on student needs and administrative requirements throughout the year. The size of the department may cause it be considered manageable in a ten month time frame yet it requires as much administration as other department to support the colleges and the department's mission. The twelve month contract would allow for year round support and continuity of operations for students, faculty and staff. A dedicated faculty member to conduct the department's daily activities will enhance and further support the Emergency Management Program and the college's growth.

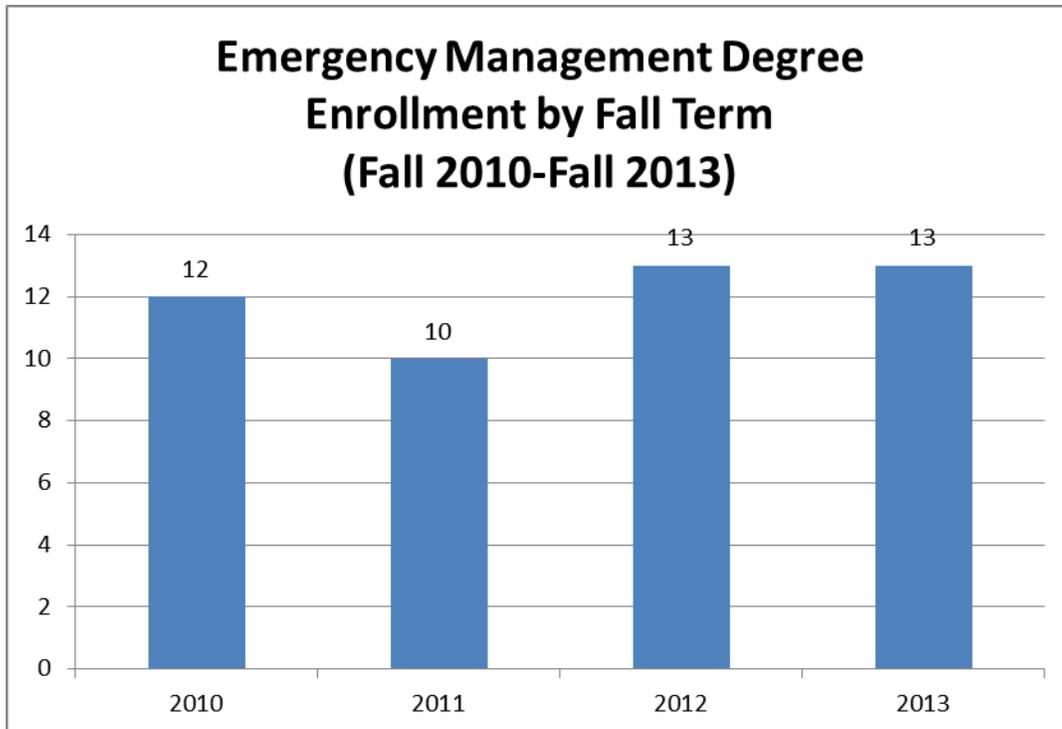
F. Please describe your relationship with the FTCC Grants Department. Please describe all activities your department has engaged in to receive grants during the past three (3) years.

The Department Chair has had no contact with the Grant Department at this time. The Department Chair has not heard of the department using them for any educational need in the past, but it is something we will look into for the future.

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?





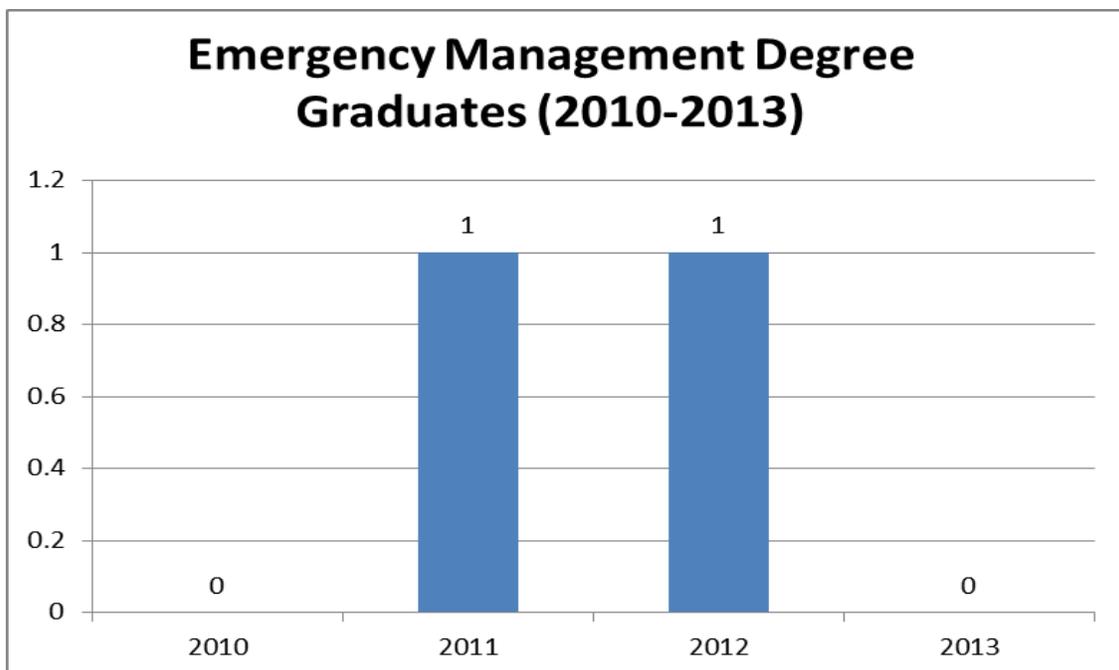
*Please note that no enrollment or FTE data exists for any certificates attached to the Emergency Management Degree program within the NCCCS Data Warehouse or Colleague, which may be attributed to new certificates recently added.

The pool of students for this program is mainly drawn from Active Fire Service personnel or Emergency Services. Additionally, Senior Firefighters and Officers are the majority taking the courses for career progression and professional development. The initial numbers were high due to the Newness of the program and the emphasis throughout the Fire Service for promotion was moving towards higher education. Over the past three years we have seen an increase in numbers taking the program. With the program's new direction and recruiting efforts, 2014-2015 will bring more members to the program, as well as, several Departments instituting a career plan and requiring an Associate's degree for future advancement.

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?

The program's primary competitor would have to be the Criminal Justice (CJ) department. The CJ field is often where a Bachelors Degree has the Emergency Management (EM) side as a concentration and not a separate field. This program is relatively new to the industry (5-7 years old) so it is overshadowed at times. We are looking into instituting a Certificate program that the CJ students can enroll in, thus opening up more marketing avenues and getting the program most notice. This also allows for those that find it interesting to either cross over to EM or get a dual degree here and then move on to a four year University.

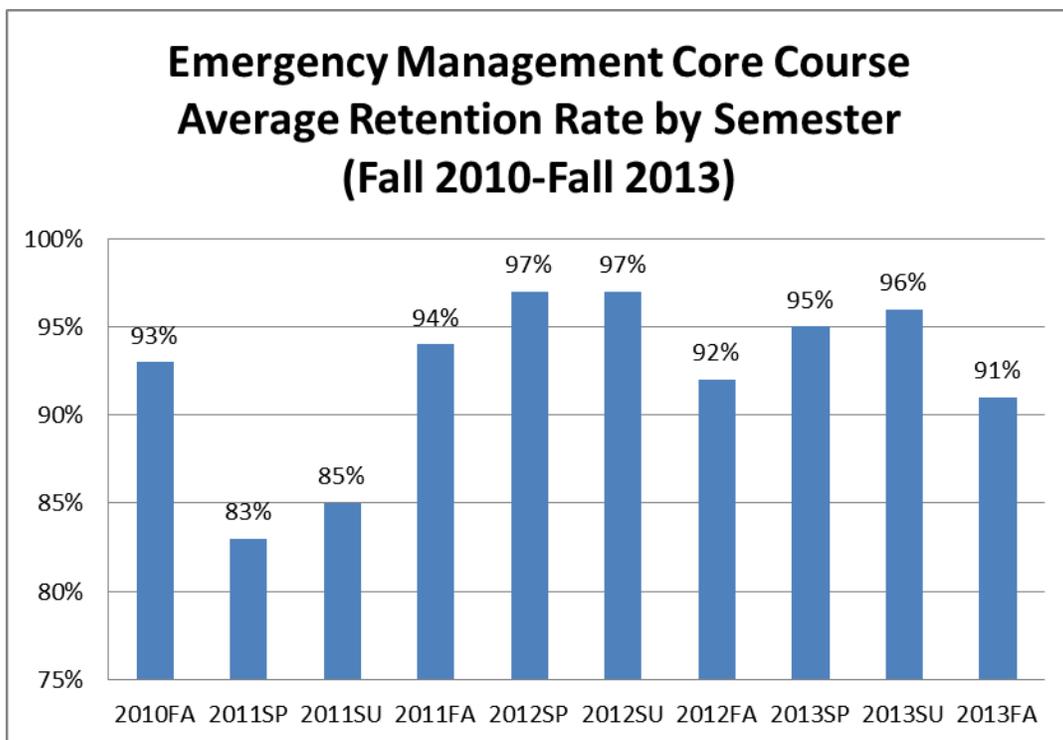
C. Provide the number of students who graduated with a major or minor from the program in the past three years.



*Please note that no graduate data exists for any certificates attached to the Emergency Management Degree program within the NCCCS Data Warehouse or Colleague, which may be attributed to new certificates recently added.

Presently there has not been a certificate offered, but the plan is to initiate the certificate in Spring of 2015.

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?



**Emergency Management Core Course Retention by Instructor
(Fall 2010-Fall 2013)**

	2010FA	2011SP	2011SU	2011FA	2012SP	2012SU	2012FA	2013SP	2013SU	2013FA
Bailer, Joseph E.	**	**	**	*	100%	94%	92%	94%	96%	100%
Brim, Kelvin A.	*	80%	*	*	100%	*	*	100%	*	100%
Epler, Larry M.	*	84%	*	***	***	***	***	***	***	***
Lanier, Brad H.	*	*	*	91%	79%	*	*	*	*	*
Vest, Yovana	**	**	**	**	**	**	**	**	**	77%
Zack, Jeffrey J.	93%	83%	85%	95%	100%	100%	*	*	*	*

*Did not teach core course
 **Not yet hired
 ***Terminated employment

The new Full time Department Chair is not listed, he was hired in 2014. A recent retention evaluation was received which allowed us to see areas that needed improvement as far as retention efforts. The use of the Blackboard retention center is going to be at the forefront of this effort as it allows us to track students in trouble on a day to day basis. Since all classes for EPT are conducted online more instructor interaction is needed on the instructor's part. Along with the weekly instructor chats, weekly reviews of each class's Gradebook will allow the Department Chair to see what interaction the instructor is having with students. It can also be determined if the students are taking the initiative and completing the assignments as tasked. This will also allow us to see what the student pool has had the most trouble for some of the students enrolled are not Firefighters or in the Fire Service. Attached is the present retention rate charts by instructor and subject area.

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?

No

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.

The program is very competitive with others like it in the state. The Fayetteville Technical Community College has an advantage over other institutions in that we have an articulation agreement with Fayetteville State University. This allows our students a seamless transition to continue their higher education. Ninety percent (90%) of our student population is currently working as Emergency Service Responders with their classes used for promotions or future career advancements, the other 10% are those seeking new career opportunities. There are several careers that fall under EPT: Emergency Management careers are available nationwide and in all segments of the job market. This includes federal, state and local government, private companies and nonprofit organizations.

Examples are:

- Emergency Manager/Fire Safety Supervisor
- Homeland Security Preparedness Assessment Analysis
- Emergency Coordinator
- Dean's Office Support Specialist
- Emergency Services Specialist
- Mass Fatality Coordinator
- Emergency Mgmt. Coordinator
- Recovery Officer
- Emergency Management Planner/Specialist

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.

Student outcome assessments depend on the Instructor and can range from a written assignment/Report/Research paper, a Multiple-choice/Essay type test or a combination of the above. The papers provide an opportunity for the students to analyze and bring their learned knowledge to the table and show they have a comprehensive understanding of the subject through a paper that reflects a topic relevant to the course and provides a way for the instructor to see if the student actually can describe, explain, and fully understand the concepts and ideas presented in the class. The test bank type assessments allow the instructor to see if the student comprehends the subject matter and give feedback to the student to allow better understanding of the missed questions.

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.

The last formal assessment on file from 2011-2012. As a result of the previous assessments, the department is using more rubrics for grading and ensuring students have a better understanding of the assignments before grading. Weekly updates are sent out to ensure Instructors are fostering a conducive teaching environment across the department.

The previous assessment allowed students to develop their strengths and skills during the review period in a gradual step process. By taking each previous module and building on it, the students can comprehend the process and a better understanding of the course. This in turn, validated the course of study and teaching methods to ensure continued success. .

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.

The only data on this subject are the student surveys conducted at the end of each Semester. We have no data on employer satisfaction or alumni to our program.

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?

N/A

X-3.7 Appraisal and Direction for the Future

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

We are optimistic about the numbers growing by 5% in the next three years as the program expands into new areas of recruitment. We currently have 35 students enrolled in the program for 2014, and by 2015 we are looking at another 5-10. With the expansion of the High School connections program in 2016, we will add more students, and keep the program growing once they graduate High School.

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?

The opportunities to expand are already in the process with the planned addition of the EM Certificate program in 2016. Further, articulation agreements with University North Carolina Charlotte and Campbell Universities EM program are underway. Establishing articulation agreements with these institutions will put our students in a better position for continuing their higher educational goals.

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?

The current state of the program is stable and self-sustaining at this time and the future prospects continue to grow. We have knowledgeable instructors that are current in the industry and maintain qualifications within the fire service which keeps our program grounded in new technologies as they emerge. The use of multi-media resources in reference to videotaped presentations from guest lectures is an untapped resource that is being considered. This opportunity could bring a new look or focus to the class and provide relevant information by showing classroom knowledge and how it was used or can be used in the field.

As mentioned earlier, the future of the program is bright, we have several initiatives in the making and the expansion of the on-site program will bring new light to the program that is often hidden or overshadowed by Fire Protection and Criminal Justice. This program can grow into a stand-alone degree that provides an avenue for students pursuing a four-year degree in this field.

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.

The main area of concern is the retention rates of our students. As previously stated there is a need to look at more interaction between online instructors and the students. It is understood that some students are not going to respond to emails or phone messages, but the instructors should make every possible attempt to keep our students in our courses. Aside from emails, the positive interaction and more announcement type postings that reflect the instructors concern for the student's well-being will play a more important role in keeping the students engaged and actively participating in classes.

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?

As for weaknesses addressed in the last review, the main area was the lack of a full time faculty member to address the needs of the program. Effective January 2014 the program now has a full time chair with a background in the fire service to handle and enhance the growth of the program.

The strengths of this program can be enhanced with more marketing and publicity of the program to Law Enforcement and Public Service professionals seeking career advancements or new careers. As the program moves forward, this year's marketing is going to have an important role in the development and recruitment in this field. We have recently added academic credits for Law Enforcement in this program, this will inturn will serve as a springboard to draw from more students from the law Enforcement Field.

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

The goal is to have the above initiative in place by Spring 2016. The Department Chair along with the instructor staff will ensure broader visability of the program by distributing Emergency Management brochures to Law Enforcement entities. Continue to attend career fairs and the colleges open house events.

G. Please provide any long term major resource planning.

The addition of a second full time instructor on campus to facilitate future program growth and the addition of face to face classes.

The need for a dedicated classroom in the Horace Sisk Building that is outfitted with the resources and equipment used in the field to better facilitate learning and give a hands on approach to training.

The addition of a portable building located near Horace Sisk that can be used in conjunction with the Criminal Justice Department for crime scene analysis classes as well as arson detection and Investigation classes. This dedicated facility would permit setting up crime scenes in the individual rooms or partitions made to separate individual crime scenes. This will permit instructors to set up crime scenes in advance and leave them in each class.

H. Conclusions.

Overall the program is healthy and the instructors are making strides to improve their courses and the ease of navigating Blackboard for their students. We have gained a full time Chair/Instructor which puts a point of contact and Subject Matter Expert on Main Campus to facilitate students and administration's questions and concerns. The Spring and Summer semesters went well, we transitioned to new formats across the board for blackboard and instructors are keeping their professional development current. We expect to see a rise in attendance this coming year as more marketing has been done for the program and additional benefits for Firefighters has been created in the program. We are hiring more adjuncts to meet the need for more classes in the future and can only expect to see a rise in retention with new trends and industry standards being refreshed. We are working on articulation agreements with other four-year Universities that offer Emergency Management.

X-4 Appendices

List of Attachments

Please indicate any supplemental materials submitted with this review document.

2013-2014 Retention rates
Academic Schedule
2011-2012 Program Review

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

PO BOX 35236 FAYETTEVILLE, NORTH CAROLINA 28303-0236 PHONE (910) 678 8400 FAX (910) 484 6600

Fayetteville Technical Community College Fire Protection Technology/Emergency Management Minutes

Annual Advisory Committee Meeting

March 23, 2016 5:00 PM Fayetteville Fire Department, Station 14

Members Present:

Patricia Strahan, Cumberland County Schools Representative, Carson Phipps, Suzanna Tucker, Batt. Chief David Hargis FFD, Chief Hank Harris CFD, Chris Suggs, Dean Demark Fort Bragg Public Safety

Fire Protection Faculty Present:

Ken Buckey, Dept. Chair, Emergency Management/Fire Protection Tech

The FTCC Annual Advisory Committee Meeting was held at Station 14, City of Fayetteville Fire Department at 5:00 pm. Introductions and a dinner were served. The below listed topics were discussed and presented for further discussion amongst members with follow on information to be provided at the next meeting.

1. Work based Learning for HS Academy participants with ride along and community service activities. Fort Bragg Public Safety office is looking into internship possibilities for HS students and College students alike within the FIP/EM degree field.
2. Scholarship opportunities were discussed. Robert Short Scholarship recommended and The High Demand Low Enrollment Scholarships was also mentioned to the group as a possible avenue of approach for EM students.
3. Upcoming Golf Tournament on May 6th
4. Skills USA and its benefits to students as well as the dates for upcoming competitions: 29 Students going to State Skills competition from HS Fire Academy: we had over 50 participate at FTCC in regionals.
5. Degree Updates for Fire/EM program
1st Semester of HS Connections EM Certificate is going well and we are tentatively going to have double the enrollment next year.

If a Jr in Fire program have them take the EM certificate and as a Sr. move into the FIP certificate this way they get two certificates before they graduate and have multiple options upon graduation for college.

6. Reiterated there is potential for a High School Emerg Mgmt Academy much like that of Fire and Public Safety that we already have. This will be a great feeder program for the EM Degree.

7. may 3rd Public Safety and Fire Academy Graduation program At Hope Mills Rec Ctr 6 PM

At 7:00 pm the meeting was adjourned with an announcement that the next meeting will be determined later.

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**



FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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

September 21, 2015

Dear Friends of Fayetteville Technical Community College:

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

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

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

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

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

Sincerely,

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

J. Larry Keen, Ed.D.
President

**FTCC Institutional Goals
2015-2020**

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

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

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

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

Strategies:

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

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

Institutional Goal: 2 Establish a culture of quality customer service

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

Strategies:

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

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

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

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

Strategies:

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

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

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

Strategies:

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

Approved FTCC Board of Trustees on September 21, 2015