

Fayetteville Technical Community College

Detailed Assessment Report

2015-2016 Library

As of: 8/01/2016 01:07 PM EST

Mission / Purpose

To provide learning- centered educational support services to on- campus and distance education students through printed media, reference services, and web- based technologies.

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

O/O 1: Revise Online Library Orientation

Through the use of the Online Library Orientation, students will learn to use available library resources and search strategies to improve information literacy.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

10 Improve assessment plans with documented evidence of outcomes.

29 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support.

Related Measures

M 1: Revise Online Library Orientation

What: Students will be able to view the Online Library Orientation through a link on the Paul H. Thompson Library's website.

Why: College students must learn to use library resources to successfully complete sound academic research. Although a number of students access the physical library on campus, many students take online classes worldwide. In the absence of the physical library it is of the utmost importance that online students have access to research materials via the internet.

How: The library's professional staff will coordinate with FTCC's Media Services to assist with scripting and producing the video. Topics of the video will include navigation of the library's website, and introductory instruction on how to use the library's electronic databases. Effectiveness of the revised Online Library Orientation will be measured by a survey conducted by the Office of Institutional Effectiveness.

When: Due to an upcoming change in NC Live, the video will not be completed until the new resources are available in January 2015.

Who: Director of Library Services and Student Learning Center, Media Center, and Institutional Effectiveness.

Source of Evidence: Benchmarking

Target:

To establish a benchmark measure of success, since this had not been done previously, to be used for comparison measurements in future assessment cycles to determine effectiveness or lack thereof.

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

An Online Library Orientation was developed through a series of four videos focused on key elements of the database information structure. Three videos were made in-house by a Librarian through the use of Screencast-O-Matic in August, 2015. Another focusing on periodical use was added in October 2015. Although a survey was not conducted, data was collected to measure the number of times each video was accessed. This data was collected on May 11, 2016 and updated on June 14, 2016.

The videos can be viewed online at the FTCC Library Website:

Connected Document

[Survey Videos](#)

Reporting Finding (2014-2015) - Target: Not Met

Revision of the Online Library Orientation did not take place due to technical issues involving new resources. An arbitrary decision was made at a higher level to eliminate EBSCO databases from NC Live while opting to replace them with databases provided by Proquest. The change took place in January 2015 and as of this time, the technical problems experienced by users have not been fully resolved. For example, links to full-text materials experience intermittent unavailability, resulting in non-retrieval of these materials. In light of this issue, it would be nearly impossible to develop a top-notch online library orientation for academic use.

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

Revision of Online Library Orientation Videos

Established in Cycle: 2015-2016

The online library orientations will be revised and incorporated into the Fayetteville Technical Community College website, whic...

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

O/O 2: Develop Curriculum for Face-to-Face Library Instruction

Through attendance in an instructor scheduled, face-to-face library instruction session, students will learn to optimize the use of library resources to successfully complete course assignment objectives.

Relevant Associations:

Institutional Goals Associations

- 1 Respond to student and community needs through measurable goals.
- 2 Establish a culture of quality customer service.
- 3 Ensure fiscal responsibility, accountability and financial stability.

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 29 Conduct annual surveys of faculty, staff and students to provide data related to the College climate and customer service/support.

Related Measures

M 2: Develop Curriculum for Face-to-Face Library Instruction

What: The Library Director and librarians will meet to develop a curriculum standard for library instruction. Once completed, the librarians will use this curriculum to guide them in library instruction sessions.

Why: College students must learn to use library resources to successfully complete sound academic research. Developing a curriculum for library instruction sessions will ensure a uniform approach for teaching students to use library resources while allowing faculty input on student needs according to assignment parameters.

How: When possible, the librarians will coordinate with instructors prior to the library instruction sessions to solicit guidance in terms of class assignments and resource needs. Effectiveness of the newly established curriculum will be measured by a survey conducted by the Office of Institutional Effectiveness with both student and faculty participation. Due to an upcoming change in NC Live, the curriculum will be developed and finalized by the start of the Spring 2016 semester.

When: During the 2015-16 assessment cycle.

Who: Director of Library Services and Student Learning Center, Library Staff.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:

To receive a 95% satisfaction rate from the students regarding their ability to perform the necessary research across the curriculum.

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

A survey was conducted for faculty only from May 16-20, 2016. Two e-mails were sent out to all faculty regarding the completion of the survey. There were 28 respondents to the survey, which was developed and coordinated through the Office of Institutional Effectiveness. Although the results did indicate that the satisfaction rate of 95 percent was achieved, the students were not surveyed. This decision was made due to the fact that students were already taking end of course surveys for their classes and a very low response rate was anticipated. Also, question five seemed to have inconsistencies due to phrasing of the question. A copy of the survey is connected to support the data claim for this objective.

Connected Document

[Library Orientation Survey Results](#)

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

During this assessment cycle, a rough-draft of the curriculum for face-to-face library instruction was developed. Due to resource changes from EBSCO to Proquest, conducting a survey of users despite the technical issues during this transition would have been non-productive. The bias caused by user frustration would have impacted the survey, resulting in little to no constructive feedback.

Connected Document

[Curriculum for Library Instruction](#)

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

Revise Library Orientation Curriculum

Established in Cycle: 2015-2016

Survey data from the 2015-16 will be analyzed and revisions will be made in accordance with the survey results. A new survey wi...

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

O/O 3: Optimize Library's Print Collection

The Paul H. Thompson Library's print collection will be optimized to reflect the most current books available to support the academic needs of students and faculty at Fayetteville Technical Community College.

Relevant Associations:

Institutional Goals Associations

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

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

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.
- 32 Include quality customer service and support as a measured item on annual performance appraisals.
- 61 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students.

Related Measures

M 3: Optimize Library's Print Collection

What: Select books in the library's physical circulating collection will be withdrawn based on zero checkouts over the past 10 years. Once identified, these titles will be withdrawn and replaced book for book with newer titles in the same subject area.

Why: In order to keep a relevant physical circulating collection, titles in high demand academic subject areas should be no older than five years to adequately meet student assignment parameters.

How: A report will be run in SIRSI (library software) to identify 50 titles to be withdrawn. Replacement titles will be ordered and inserted into the collection. Circulation of the new books will be tracked to determine if they are being checked out. A spreadsheet will indicate the titles of withdrawn books, what books replaced them, and how many times they were checked out.

When: During the 2015-16 assessment cycle.

Who: Director of Library and Student Learning Center, Library Staff.

Source of Evidence: Administrative measure - other

Target:

To increase circulation of high demand subject area books from zero checkouts to at least one checkout each after replacement by the end of the current assessment cycle.

Reporting Finding (2015-2016) - Target: Met

A total of fifty books were withdrawn from the library's collection based on the zero checkouts criteria established in this objective. These titles were replaced with current titles in the same call number range and were published within the last five years. Each selected title was added to the collection and received at least one checkout by the time final data was analyzed on June 14, 2016. An Excel spreadsheet is connected, with data to support the fact that this objective was met.

Connected Document

[Replacement of Non-Circulating Library Books](#)

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

The optimization of the library's print and electronic collections resulted in a 2.04 percent jump in library circulation statistics. Although using e-books instead of physical books is relatively new to FTCC students, and increasing number of students are becoming familiar with e-books and are learning how to use them with the assistance of library staff. Instructors have also contributed to this rise because they continue to be accepting of ebook use by their students and recognize that ebooks are still considered print because they are identical to print. Additionally, library staff have added many new and relevant books to the physical collection while pulling old and outdated titles to build a more relevant collection while creating more shelf space.

Connected Document

[Annual Report 2010-2015](#)

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

Implement Curriculum for Face-to Face Library Instruction

During this assessment cycle, the curriculum for face-to-face library instruction will be followed. This implementation will establish consistency in the delivery of library instruction for both on-campus and online students. The curriculum will be examined by Librarians and modifications will be made as needed. A satisfaction survey will be developed and provided through the Library's Lib Guides online resource platform. Students will be asked to complete the survey once they have participated in a face-to-face library instruction session.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Librarians will engage students through face-to-face instruction involving use of resources available through the Paul H. Thompson Library

Projected Completion Date: 06/2015

Responsible Person/Group: Library Director, Librarians

Revise Online Library Orientation

During this assessment cycle, the revised online library orientation will be developed. This orientation will follow the face-to-face library instruction curriculum in order to establish consistency in the delivery of library instruction for both on-campus and online students. Media Services has agreed to assist library personnel involved with this activity. Satisfaction survey will be developed and provided through the Library's Lib Guides online resource platform.

Established in Cycle: 2013-2014

Implementation Status: Finished

Priority: High

Implementation Description: Provide online library orientation for use by students of Fayetteville Technical Community College.

Projected Completion Date: 06/2015

Responsible Person/Group: Library Director, Librarians, Media Services

Face to Face Library Instruction

Face to face library instructions will be scheduled and conducted by library professional staff throughout the 2015-16 academic year by instructor request. Upon completion of the instruction session, students will complete a post-test activity designed to measure their understanding of the presentation. Compiled information from the post-test activity

will be examined, and used constructively to ensure maximum effectiveness of face to face library instruction in order to fully engage student learners.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Implementation Description: Face to Face Library Instruction Curriculum

Projected Completion Date: 06/2016

Responsible Person/Group: Director of Library Services and Student Learning Center, Librarian for Technical Services

Optimize Library's Print Collection

Select books in the library's physical circulating collection will be withdrawn based on zero checkouts over the past 10 years. Once identified, these titles will be withdrawn from high traffic areas of the collection and replaced book for book with newer titles in the same subject area.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Implementation Description: Optimize library's print collection by replacing a select number of titles and tracking circulation of replacement titles.

Projected Completion Date: 06/2016

Responsible Person/Group: Director of Library Services and Student Learning Center, Librarian for Technical Services

Revise Online Library Orientation

The online library orientation will be revised to engage students in research activities using web-based resources provided by the Paul H. Thompson Library. This will be accomplished through use of the LibGuides Content Management System, which is fully available for use. Once developed, the new Online Library Orientation will be available for use by students and faculty. This software will also allow the creation of a quiz to test learners on the effectiveness of the new online library orientation.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Implementation Description: The online library orientation will be developed and implemented no later than the spring 2016 semester.

Projected Completion Date: 06/2016

Responsible Person/Group: Library Director, Librarian for Technical Services

Additional Resources: LibGuides Content Management System

Revise Library Orientation Curriculum

Survey data from the 2015-16 will be analyzed and revisions will be made in accordance with the survey results. A new survey will be requested and launched at the end of the Fall 2016 semester and again at the end of the Spring 2017 semester. Student participation in this survey will not be utilized.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Develop Curriculum for Face-to-Face Library Instruction | **Outcome/Objective:** Develop Curriculum for Face-to-Face Library Instruction

Implementation Description: Changes to the library orientation curriculum will be implemented based on survey feedback. Survey questions will also be considered, along with a complete change to question five. Leaving the survey open to the faculty for a longer period will also be examined.

Projected Completion Date: 05/2017

Responsible Person/Group: Librarian for Technical Services, Director of Library and Student Learning Center

Additional Resources: Will need assistance from the Office of Institutional Advancement to develop and launch the survey.

Revision of Online Library Orientation Videos

The online library orientations will be revised and incorporated into the Fayetteville Technical Community College website, which changed dramatically during the 2015-16 assessment cycle. The revised videos will allow users to follow step by step instructions for locating and using resources provided electronically by the Paul H. Thompson Library.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Revise Online Library Orientation | **Outcome/Objective:** Revise Online Library Orientation

Implementation Description: Implementation will involve re-shooting the videos via Screen Cast-O-Matic in a manner that can be followed from the Fayetteville Technical Community College website homepage.

Projected Completion Date: 08/2016

Responsible Person/Group: Librarian for Technical Services, Director of Library and Student Learning Center

Additional Resources: None. Current subscription to Screen Cast-O-Matic is available for use.

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

During this assessment cycle, the Proquest resources available through NC Live were more stable, which allowed for establishment of a curriculum for library orientations. The survey responses of faculty indicated that following the curriculum to present the library orientation led to effective instruction. The group of four videos that served as the online

library orientation allowed students to follow step-by-step instructions involving searches via EBSCO Discovery Service (EDS). Video content also included how to use an e-book and/or periodical and covered how to set up a folder in EDS to save search results. In terms of optimization of the library's print collection the objective was met due to the replacement of older, out-of-date books with newer titles. The title selections to replace the books met the requirement for students to have current information (within the last 5 years), which led students to check them out and use them for papers and assignments.

What were the weaknesses of your assessment process?

One major weakness that affected all aspects of the assessment process was the change to the new FTCC website before the fall semester ended. Students frequenting the library were used to the old website and the change occurred with little warning. As soon as the change was implemented, students had trouble finding the library's home page. Our staff was inundated with navigational questions regarding the library and information about FTCC. This change also made elements of the videos used for online library orientations obsolete. As a result, the videos will have to be redone over the summer. The book selection process for discard was particularly difficult because books could not be replaced title for title or by subject area because direct replacements were unavailable. Some topics did not have new titles that were published within the last five years or were forthcoming, making them unavailable to order during this assessment cycle. Library orientation scheduling had difficulties because of instructor preferences for certain Librarians and some were upset because they did not get the requested Librarian to conduct their orientation.

What was learned as a result of your assessment process?

Upon completion of this assessment cycle it was learned that the library's services need to be marketed more on and off campus. The FTCC website has no direct link on the home page to the library. It requires a search to find it, which leaves an impression that FTCC does not have a library. Another area of concern is the lack of contact by faculty regarding library resources. Some faculty assume that the library owns resources that are not available and send students to retrieve the items. This practice upsets students and causes them to lose faith in the library as an educational resource. Faculty should be more involved in the selection of library materials beyond what is currently in practice.

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

A system must be established to engage the faculty more regarding the use of library resources. A possible solution to this problem would be to appoint a Librarian to send out e-mails to "Faculty" to promote book and database usage. The e-mails could also be used keep the faculty informed of changes to library resources and extended outages of databases as they happen. The library orientation videos must be redone to match the parameters of the new FTCC website, with a link to the library website page containing the links sent out to students, faculty and staff to make them aware that these videos exist. The availability of face-to-face library orientations must also be promoted and faculty should be able to choose which Librarian conducts the library orientation. These items will be addressed in the objectives for the next assessment cycle.

Annual Report Section Responses

Program Review (Academic Units)

Support entities are not required to have program reviews.

Advisory Comm. Minutes (Academic Units)

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

End Of Year Reports (VPs, AVPs, Deans)

Strategic Plan (2015-2020) and other related documents

Connected Document

[Strategic Plan 2015-2020](#)

Video	Views
Introduction to EBSCO Discovery Service	387
Set Up Folder in EBSCO Discovery Service	147
Using E-Books in EBSCO Discover Service	128
Set Up Folder in EBSCO Discover Service	20

Library Orientation Effectiveness Survey

Q1 What is your course name and number?

Answered: 28 Skipped: 0

#	Responses	Date
1	ENG 111	5/19/2016 8:02 AM
2	PTA 130	5/18/2016 5:05 PM
3	SOC 210	5/18/2016 4:27 PM
4	COM 231 Public Speaking	5/18/2016 1:21 PM
5	ENG 111: Writing and Inquiry	5/18/2016 12:48 PM
6	ENG 111	5/18/2016 12:00 PM
7	ENG 114	5/18/2016 11:50 AM
8	ESL (English as a Second Language)	5/18/2016 11:35 AM
9	Com 231 Public Speaking	5/18/2016 11:27 AM
10	ENG 111 and DRE 098	5/18/2016 11:24 AM
11	Public speaking COM 231	5/18/2016 11:23 AM
12	PTA 110 Introduction to Physical Therapy	5/18/2016 11:06 AM
13	DRE 099/ENG 111	5/18/2016 11:04 AM
14	SOC 210 AND SOC 213	5/13/2016 11:04 AM
15	COM 231	5/12/2016 1:59 PM
16	ENG 111 and DRE 098	5/12/2016 7:55 AM
17	COM 120	5/11/2016 1:24 PM
18	RAD 110 Introduction to Patient Care	5/11/2016 11:14 AM
19	COM 120:1301	5/11/2016 11:03 AM
20	Public Speaking 0001, 0003, 0005, 0012, 0013, 0014	5/11/2016 10:57 AM
21	ENG111, DRE097	5/11/2016 10:52 AM
22	ACA 120.5H01	5/11/2016 10:33 AM
23	ENG 111 Writing and Inquiry	5/11/2016 10:33 AM
24	Culinary arts Department student orientation	5/11/2016 10:27 AM
25	SOC 210 0006	5/11/2016 10:25 AM
26	ENG 111.0012, ENG 111.0013, ENG 111.0025	5/11/2016 10:09 AM
27	Com 231	5/11/2016 9:50 AM
28	ENG 111	5/11/2016 9:49 AM

Library Orientation Effectiveness Survey

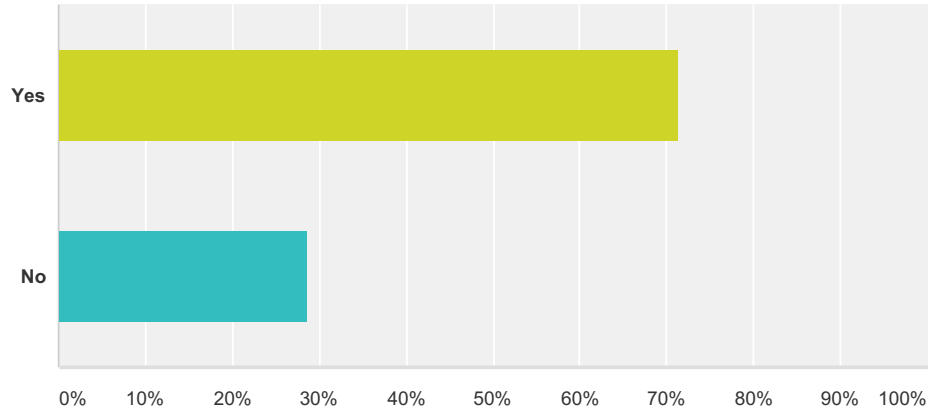
Q2 What was the name of the Librarian who presented your orientation?

Answered: 26 Skipped: 2

#	Responses	Date
1	Robert Antill	5/19/2016 8:02 AM
2	Robert Antill	5/18/2016 5:05 PM
3	Uncertain	5/18/2016 1:21 PM
4	Tammy Stewart	5/18/2016 12:48 PM
5	Tammy S	5/18/2016 12:00 PM
6	Tammy Stewart, Deborah Foster	5/18/2016 11:50 AM
7	Tammy	5/18/2016 11:35 AM
8	Robert	5/18/2016 11:27 AM
9	Tammy Stewart	5/18/2016 11:24 AM
10	Tammy and Chris	5/18/2016 11:23 AM
11	Robert Antill	5/18/2016 11:06 AM
12	Robert Antill and Tammy Stewart (two sessions)	5/18/2016 11:04 AM
13	Robert, Tammy & another woman (sorry :())	5/13/2016 11:04 AM
14	Tammy Stewart	5/12/2016 1:59 PM
15	Tammy Stewart	5/12/2016 7:55 AM
16	varies	5/11/2016 1:24 PM
17	Robert Antill	5/11/2016 11:14 AM
18	Robert Antill	5/11/2016 11:03 AM
19	Tami	5/11/2016 10:57 AM
20	ROBERT	5/11/2016 10:52 AM
21	Mr. Antill	5/11/2016 10:33 AM
22	Tammy Stewart	5/11/2016 10:33 AM
23	Robert Antill	5/11/2016 10:27 AM
24	Tammy Stewart	5/11/2016 10:09 AM
25	Antill	5/11/2016 9:50 AM
26	Sorry - I don't remember!	5/11/2016 9:49 AM

Q3 Have you scheduled a library orientation in the Paul H. Thompson Library during the past semester?

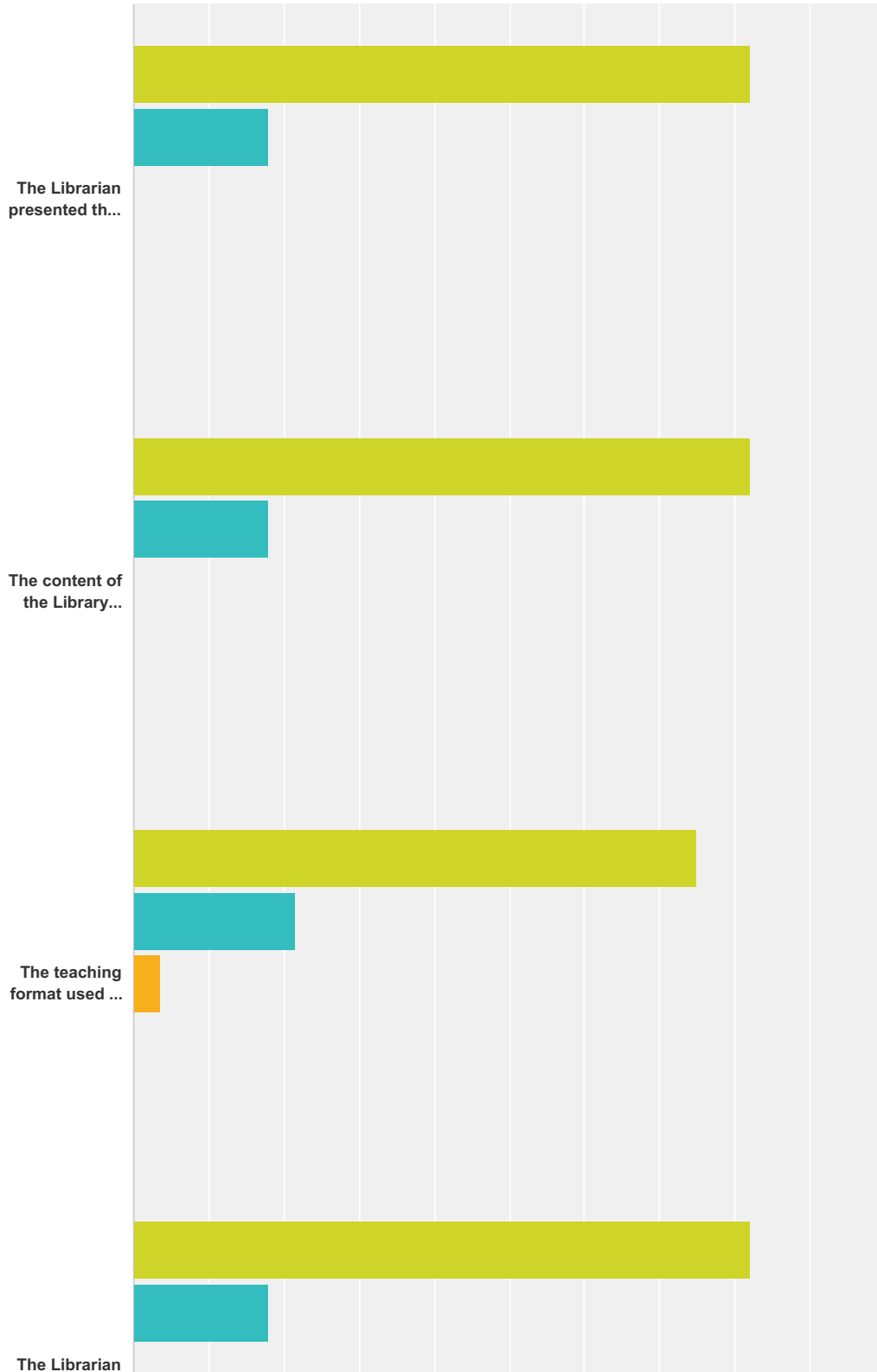
Answered: 28 Skipped: 0



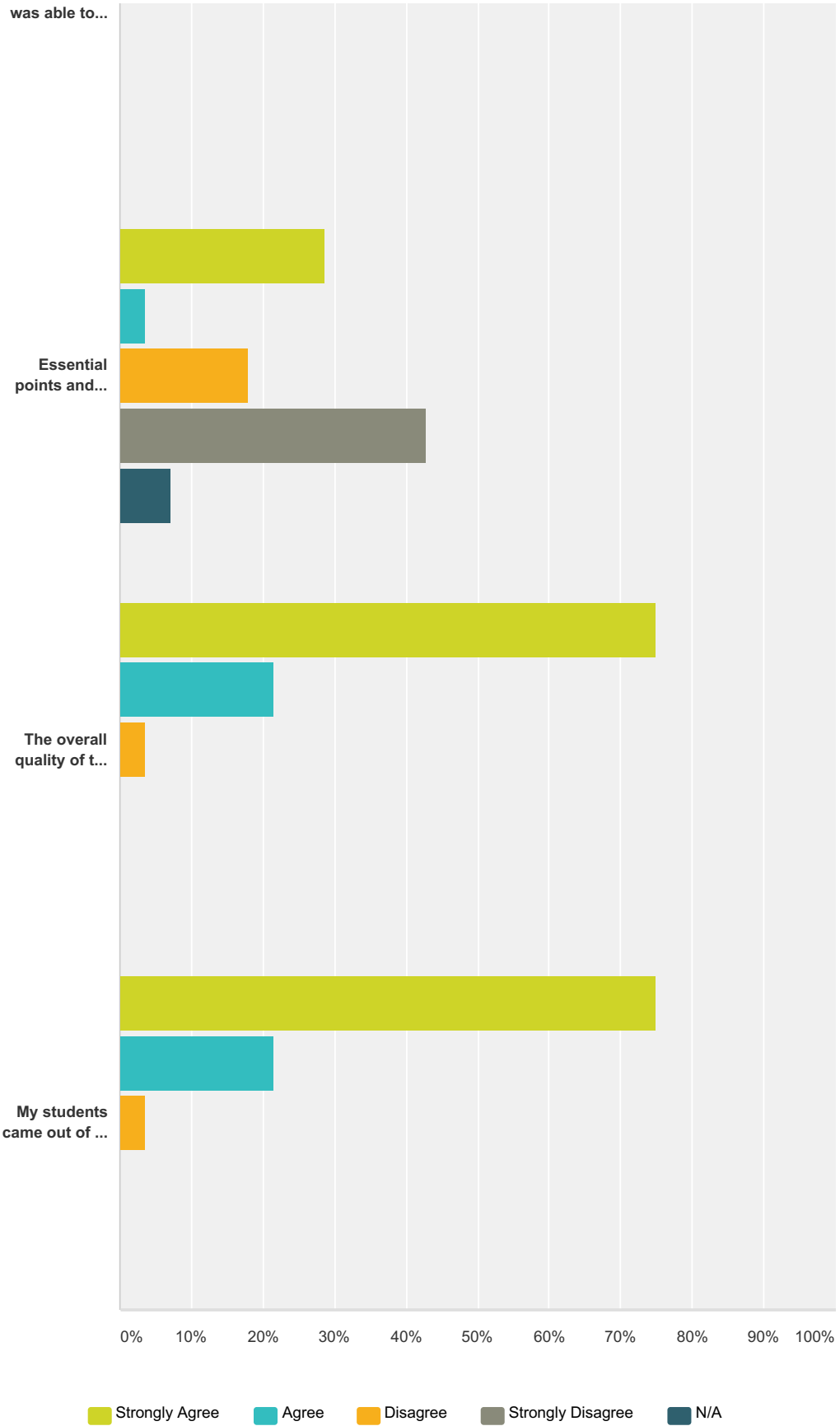
Answer Choices	Responses	
Yes	71.43%	20
No	28.57%	8
Total		28

Q4 Please rate your level of agreement to the following statements regarding the Library Orientation session for your class(es):

Answered: 28 Skipped: 0



Library Orientation Effectiveness Survey



	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Total
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Library Orientation Effectiveness Survey

The Librarian presented the information regarding subject matter in a clear manner.	82.14% 23	17.86% 5	0.00% 0	0.00% 0	0.00% 0	28
The content of the Library Orientation was appropriate to the parameters of the assignments in this class.	82.14% 23	17.86% 5	0.00% 0	0.00% 0	0.00% 0	28
The teaching format used by the Librarian addressed the needs of my students.	75.00% 21	21.43% 6	3.57% 1	0.00% 0	0.00% 0	28
The Librarian was able to teach my students how to use periodicals and e-books found in the Library's databases.	82.14% 23	17.86% 5	0.00% 0	0.00% 0	0.00% 0	28
Essential points and elements of the Library Orientation were missing.	28.57% 8	3.57% 1	17.86% 5	42.86% 12	7.14% 2	28
The overall quality of the Library Orientation given to my classes was excellent.	75.00% 21	21.43% 6	3.57% 1	0.00% 0	0.00% 0	28
My students came out of the Library Orientation with a better understanding of library resources and how to use them.	75.00% 21	21.43% 6	3.57% 1	0.00% 0	0.00% 0	28

Library Orientation Effectiveness Survey

Q5 Please leave any additional comments below

Answered: 20 Skipped: 8

#	Responses	Date
1	The library orientation is a vital resource and introduction into academic research conventions for students!	5/19/2016 8:02 AM
2	Robert is an excellent and entertaining speaker. The students left the orientation confident in completing journal article searches.	5/18/2016 5:05 PM
3	At times the presentation seems to drag on. With many students grappling with the material and using the library for the first time, this can cause more confusion. A concise presentation that flows easily from on point to the next would be helpful.	5/18/2016 1:21 PM
4	More interactive elements could aid in student engagement. I noticed many of my students zoned out a bit. Still, this was a thorough, helpful presentation in the Fall of 2015.	5/18/2016 12:48 PM
5	Orientations are always customized for my class and assignments at hand. Thank you so much!	5/18/2016 12:00 PM
6	Tammy presentations of the media center was excellent. Students were given the opportunity to update information and check out books. Some of my students had never checked out a book from a library.	5/18/2016 11:35 AM
7	The orientation sessions were great!	5/18/2016 11:24 AM
8	Robert is always efficient and easy to work with. It is obviously that he is passionate about the students at FTCC and works diligently to meet faculty and student needs/requests. We are lucky to have him on our team!	5/18/2016 11:06 AM
9	I attended some of the orientations for my students and found them to be top notch.	5/13/2016 11:04 AM
10	I have had orientations done by previous persons who left a lot to be desired.	5/12/2016 1:59 PM
11	I love the orientations!	5/12/2016 7:55 AM
12	My students are required to write many papers throughout the curriculum. The orientation is scheduled for first and second year students. It is very helpful and Robert is awesome!	5/11/2016 11:14 AM
13	Robert came out to Spring Lake to deliver an orientation for my students, and it was very well received, and I even learned some new things to employ in my classes.	5/11/2016 11:03 AM
14	The delivery of the material needs to be done in a more engaging and enthralling manner. Many of the students in my classes complained that they were unable to pay attention due to the monotone delivery of the material.	5/11/2016 10:57 AM
15	Robert does a great job of helping students become better researchers by teaching them to not only use the database but to use it more effectively.	5/11/2016 10:52 AM
16	In the past, I brought all of my ACA courses to the library; however, this past year Mr. Antill was a presenter in all the courses. He is an excellent presenter and responded to the needs of all students. I have had other presenters that were as competent and excellent with the material presented.	5/11/2016 10:33 AM
17	I always enjoy Tammy's presentation, and I find it is helpful to students. I'd like for them to be able to exercise some of the skills while in the orientation in the future, but I also know that 50 minutes doesn't give a lot of time to do so.	5/11/2016 10:33 AM
18	Every year we host a new student orientation and Robert comes in and does an excellent presentation for our new students.	5/11/2016 10:27 AM
19	I received positive feed back from students- they were able to use and apply the presentation to citing, resources, excellent presentation and essential for all students	5/11/2016 10:25 AM
20	I didn't know what all to expect, but I thought the orientation would be a hybrid of online tutorials and resources paired with a tour of the actual library. I require students to locate a physical book as a source and many had problems finding material.	5/11/2016 9:49 AM

Curriculum for Library Instruction- First Draft

1. What is the focus?

- Research- Students will be able to search for print and electronic resources via EBSCO Discovery Service (EDS)

2. Where do you start?

- Show students how to get to the library home page from the FTCC school website
- Introduce the EDS search box
- Type in sample search term “global warming”. Explain that topic is broad and that you will demonstrate how to filter a broad search into a specific search

3. Explain first set of limiters and how they work

- First- full text, explain why they need to check this box
- Second- scholarly/peer reviewed, briefly explain what this term means
- Third- catalog only

4. Demonstrate catalog search through EDS interface

- Click “catalog only” and pick a result
- Click on a result and show students how to check availability
- Briefly state where students need to go to get a barcode to check out books
- Also briefly inform them that they can request books from other community colleges, as we are part of a consortium
- Indicate that students can borrow outside of the cc consortium as needed

5. Limit search by publication date

- Show students how to use this limiter. Narrow search from 2010 to present
- Note that each time a limiter is used, the number of hits in the search result gets smaller

6. Return to limiters and begin e-book search

- Go to source types and click “show more”. Check box for ebooks
- Select an ebook and click on the title
- Explain difference between downloaded book and ebook full text access
 - download is temporary access and is limited to 7 day checkout
 - ebook full text has simultaneous use- always available via internet access
- Open ebook full text link
- Introduce icons on left hand side and show students how to use them
 - *Search within*- allows students to look for specific keywords in the ebook. Results will show which page number to go to for each resulting hit
 - *Create note*- allows students to make notes within the ebook to direct them to page numbers etc. in the ebook. (Ex: if a student found information he or she

was going to use in their paper from page 8, a note could be made to remind student that the information came from page 8)

- *Sign in to store notes*- use this opportunity to show students how to set up a folder with EDS and show them how to save search results to the folder
- *Dictionary*- tell students that the dictionary feature allows them to look up unfamiliar words and retrieve a definition without having to use an outside source
- *Save pages*- (no actual print icon here) clicking this icon will allow students to select pages for use and printing. Once page selection is complete, a separate Adobe browser will open up. Students must print from the “Printer” icon in the browser box to print these pages successfully.
- *Email pages*- Nice for group projects, but saving search results to the folder is far more efficient
- *Add to folder*- this icon allows students to save to folder. Give a word of caution- although the result will appear to be saved to the folder when icon is clicked on, anything saved to the folder will disappear if the student has not logged in to the folder.
- *Cite*- basic citations are listed here to assist students in multiple formats. Stress the importance of checking citations with style manuals, OWL at Purdue, or supplementary classroom texts such as the *Norton Field Guide to Writing*. Citations can be wrong. Also warn them that copying and pasting will require students to change fonts, spacing, indents etc.
- Tell students that a PDF formatted book is identical to print and counts as a print resource because it is IDENTICAL to print, including pagination

7. Return to limiters and demonstrate use of HTML and PDF periodical formats

- Click on “magazines” and go to a search result with a document in HTML format.
- Reiterate use of icons on right side of document
- Introduce document features and how to format document for printing
- Explain that an HTML document is considered an online source because formatting is NOT identical to print and pagination is also NOT identical (page count for printing purposes, not literal page numbers)
- Click on a search result that provides a PDF document
- Open PDF and explain how it is formatted like the e-book example
- Tell students that they must print document from the PDF browser.

8. Return to limiters and demonstrate how to use “subject” to narrow search results

- Click on “show all” to explain how limiters can be chosen to narrow search
- Unchecked boxes are thrown out of the search, getting rid of unnecessary hits

- Tell students to go back to “subject” and look at the subject headings and hit counts. Demonstrate how this works by going back and forth between hits and subject to illustrate how the subject headings change by hit count or the difference in the subject headings that come up
- Stress that students can go back to “subject” multiple times if necessary to narrow the search, and that subjects and hit counts will change with each additional search

9.

Replacement of Non-Circulating Library Books

Barcode	Title/Call Number	Replaced With (Title & Call Number)	Barcode	Circs
3341900004575	Guides to Straight Thinking/ BC108 .C52 1956	Logic/ BC108.B26 2013	33419001145039	1
3341900000737	C Psycholinguistics/ BF455 .D39 1970	Think Like A Freak/ BF449 .L48 2015	33419001146334	2
3341900002517	4 Human Conduct/ BJ1025 .H66 1972	Ethics/ BJ1012 .M328 2015	33419001145054	2
3341900003231	1 American Religion/ BL2525 .B43 1984	The Lively Experiment/ BL2525 .L585 L5 2015	33419001145260	1
3341900003681	7 The England of Elizabeth/ DA356 .R6 1970	Digging for Richard III/ DA260 .P58 2014	33419001146524	1
3341900004101	5 Eaters of the Dead/ DL31 .I2613 1976	The Age of the Vikings/ DL65 .W63 2014	33419001144552	2
3341900005031	3 Protest/ E184 .A1 M39 1975	Who We Be/ E184 .A1 C4426 2014	33419001144966	1
3341900005322	6 Allies for Freedom/ E451 .Q36 1974	Underground Railroad/ E450 .H633 2015	33419001143216	1
3341900043353	5 Grief and Mourning/ GN486 .R67 1976	Female Genital Cutting/ GN484 .N93 2014	33419001146029	1
3341900043479	8 The Classic Fairy Tales/ GR550 .O6 1974	The Cambridge Companion to Fairy Tales/ GR550. C37 2015	33419001146559	1
3341900043830	2 Children in Sport/ GV709.2 .C47 1982	The Youth Sports Crisis/ GV709.2 .O84 2014	33419001146656	1
3341900044883	C Rich Man, Poor Man/ HC110 .I5 M52 1964	\$2 A Day: Living on Almost Nothing/ HC110 .P6 E343 2015	33419001146862	1
3341900028546	3 The Art of M&A/ HD2746.5 .R55 1989	Out of Sight: The Long and Disturbing.../ HD2638 .U6 L66 2015	33419001145310	1
3341900048527	5 Such As Us: Southern Voices/ HN79 .A13 S87 1978	The Digital Age: HM851 .D54 2015	33419001144073	1
3341900006525	3 Child and Adolescent Development/ HQ772 .B88 1975	Sexualized Media Messages/ HQ784 .M32 U674 2015	33419001146169	1
3341900048854	7 Telling A Child About Death/ HQ784 .D4 J3 1965	Race to the Bottom/ LA217.2 .M398 R3 2015	33419001147068	1
3341900065009	€ The End of Education/ LA217.2 .P67 1995	The Welcoming Classroom/ LB1139.35 .P37 E65 2014	33419001144909	2
3341900032205	C The Years Before School/ LB1040 .T6 1964	Cyberbullying/ LB3013.3 .H67 2014	33419001140345	1
3341900032431	2 Musical Instruments in Color/ ML460 .G22 1976	How Music Got Free/ ML3790 .W59 H6 2015	33419001146953	1
3341900005644	3 The Theater: An Introduction/ PN2101 .B7 1979	2015: The Best Men's Stage Monologues/ PN2080 .B44 2015	33419001147258	2
3341900017899	€ Introduction to Artificial Intelligence/ Q335 .C483 1985	Robots Are People Too/ Q35 .W386 2014	33419001146086	1
3341900073578	C Stem Cells and the Future/ QH587 .S726 2001	Stem Cells: Scientific Facts and Fiction/ QH588 .S83 S7485 2014	33419001144784	3
3341900081220	€ Human Body in Health and Disease/ QP34.5 .M48 1996	Principles of Anatomy and Physiology/ QP34 .T67 2012	33419001130288	6
3341900086554	€ Successful Aging/ QP85 .R69 1998b	Our Aging Bodies/ QP86 .M47 O9 2015	33419001148561	1
3341900034599	4 Medical Imaging Systems/ R857 .O6 M33 1983	Let Me Heal/ R840 .L83 2015	33419001144776	1
3341900034662	C Save Your Health and Your Money/ RA410 .D68 1971	Unequal Time/ RA410.7 .C52 2014	33419001144768	1
3341900095416	7 Food Alert: The Ultimate.../ RA601.5 .S28 1999	Eat, Drink, and Be Wary/ RA601.5 .D86 2015	33419001148629	1
3341900034852	7 Shots Without Guns/ RA638 .R5 1960	Vaccine Nation/ RA638 .C66 V3 2015	33419001144859	4
3341900035577	€ Handbook for Infectious Disease/ RC111 .K64 1979	Deadly Viruses/ RC111 .D38 2016	33419001146904	1
3341900030087	4 Breast Cancer: The Facts/ RC280.B8 1981	The Great Prostate Hoax/ RC280 .P7 A25 2014	33419001144511	1
3341900060465	€ Posttraumatic Stress Disorder/ RC552 .P67 P67 1994	The Evil Hours: Biography/ RC552 .P67 M68 2015	33419001147050	1
3341900035793	2 Textbook Clinical Psychiatry/ RC454 .C45 1967	Pathologist of the Mind/ RC454.4 .L35 2014	33419001144545	1
3341900064933	€ Autism/ RC553 .A88 H36 1995	Functional Behavior Assessment..Autism/ RC553 .A88 G63 2015	33419001145286	2

Replacement of Non-Circulating Library Books

3341900036963	C Lying-In: A History/ RG518.U5 W47 1977	Dr. Susan Love's Breast Book/ RG491 .L68 2015	33419001148736	1
3341900037002	€ The Birth Partner/ RG525 .S5829 1985	Teen Pregnancy/ RG556.5 .K46 2014	33419001148579	2
3341900037618	€ 200 Calorie Solution/ RM222.22 .K345 1982	Becoming Vegan/ RM236 .D38 2014	33419001144875	5
3341900090008	7 Essential Drug Dosage Calculations/ RS57 .H46 2001	Drug Calculations/ RS57 .B76 2016	33419001147100	1
3341900063885	1 The Best of Nursing Humor/ RT61 .B47 1993	Test Success: Test Taking Techniques../ RT55 .N77 2016	33419001144453	3
3341900088449	7 Home Care Nursing.../ RT120 .H35 1999	Manual of Critical Care Nursing/ RT120 .I5 M3644 2016	33419001144057	1
3341900039586	€ Technology and Social Shock/ T174.5 .L38 1977	Packaged Pleasures/ T173.8 .C767 2014	33419001144644	1
3341900040489	C Environment Assessment.../TD194.5 .C47 1977	Human and Enviromental Impact Fracking/ TD195 .G3 H86 2015	33419001146110	4
3341900040501	2 Extraction of Minerals and Energy/ TD195 .M5 I57 1973	Shale Gas and Fracking/ TD195 .G3 S78 2015	33419001146433	3

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Books:

Volumes:

Number of volumes held at end of previous year...

Number of volumes added during year...

Sub-Total...

Number of volumes withdrawn during year...

Total print volumes held at end of year...

Total ebook volumes available...

Total "books" available...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of volumes held at end of previous year...	68,496	70,819	67,997	66,745	61,181
Number of volumes added during year...	2,703	1,861	1,470	1,383	1,115
Sub-Total...	71,199	72,680	69,467	68,128	62,296
Number of volumes withdrawn during year...	380	4,683	2,722	6,947	5,904
Total print volumes held at end of year...	70,819	67,997	66,745	61,181	56,392
Total ebook volumes available...	n/a	n/a	n/a	245,000	245,000
Total "books" available...	n/a	n/a	n/a	306,181	301,392

Titles:

Number of titles held at end of previous year...

Number of titles added during year...

Sub-Total...

Number of titles withdrawn during year...

Total of titles held at end of year...

Number of titles held at end of previous year...	55,753	56,803	54,611	53,369	48,673
Number of titles added during year...	1,202	1,345	1,342	1,056	664
Sub-Total...	56,955	58,148	55,953	54,425	49,337
Number of titles withdrawn during year...	152	3,537	2,584	5,752	5,170
Total of titles held at end of year...	56,803	54,611	53,369	48,673	44,167

Microforms:

Reels:

Number of reels of periodicals on microfilm held at end of previous year.

Number of reels of periodicals on microfilm added during year...

Sub-total.....

Number of reels of periodicals on microfilm deleted

Total reels of periodicals held at end of year...

Number of reels of periodicals on microfilm held at end of previous year.	3,387	3,458	3,488	3,488	3,488
Number of reels of periodicals on microfilm added during year...	71	30	0	0	0
Sub-total.....	3,458	3,488	3,488	3,488	3,488
Number of reels of periodicals on microfilm deleted	0	0	0	0	0
Total reels of periodicals held at end of year...	3,458	3,488	3,488	3,488	3,488

Titles:

Number of periodical titles on microfilm held at end of previous year...

Number of periodical titles on microfilm added during year...

Number of periodical titles on microfilm deleted....

Total of periodical titles on microfilm held at end of year.

Number of periodical titles on microfilm held at end of previous year...	73	73	73	84	84
Number of periodical titles on microfilm added during year...	0	0	11	0	0
Number of periodical titles on microfilm deleted....	0	0	0	0	0
Total of periodical titles on microfilm held at end of year.	73	73	84	84	84

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Periodicals:

Current periodical subscriptions (Currently received and retained)

Held at end of previous year...

Added during year...

Sub-Total...

Cancelled or ceased publication during year...

Total Periodical Subscriptions...

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	312	308	136	136	103
	0	7	0	0	3
	312	315	136	136	106
	4	188	0	33	28
	308	127	136	103	78

Number of periodicals held at end of previous year.

(Includes all magazine titles for which holdings are maintained.

The only titles excluded are those for which only the current issue is kept).

Number of periodicals held at end of previous year...

Number of periodicals added during year...

Sub-Total...

Number of periodicals cancelled during year or holdings deleted...

Total of periodicals held at end of year...

	326	322	134	134	101
	0	7	0	0	3
	326	329	134	134	104
	4	170	0	33	28
	322	159	134	101	76

**Fayetteville Technical Community College
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Audiovisual Materials:

CD
CD-Rom
Cassette Tape
Video Disc
DVD

Total:

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
CD	183	183	183	183	183
CD-Rom	17	17	17	16	16
Cassette Tape	121	121	121	121	121
Video Disc	21	21	21	0	0
DVD	240	252	240	241	241
Total:	582	594	582	561	561

Interlibrary Loans:

Books received from other libraries:

OCLC...
CCLINC...
Non-automated...

Total of Books received ...

	42	29	36	19	8
	136	169	95	92	23
	0	0	0	0	0
Total of Books received ...	178	198	131	111	31
Magazine photocopies received from other libraries:					
OCLC...	15	2	1	0	0
Non-automated...	1	0	0	0	0
Total photocopies received...	16	2	1	0	0
Total of all materials received.... (Books, photocopies)	194	200	132	111	31

Books provided to other libraries:

OCLC...
CCLINC...
Non-automated...

Total of books provided...

	322	221	175	165	158
	204	274	196	186	121
	0	0	0	0	0
Total of books provided...	526	495	371	351	279

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	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Magazine photocopies provided to other libraries:					
OCLC...	32	4	12	12	1
Non-automated...	0	0	0	0	0
Total of magazine photocopies provided...	32	4	12	12	1
Total of All Materials Provided (Books, photocopies)	558	499	383	363	280
Total Interlibrary Loan Transactions...	752	695	515	474	311

Circulation of Materials:

Total Print Circulation

Total E-book Circulation

Total Circulation of Materials

				8,606
				20,619
34,480	21,432	15,566	28,640	29,225

Orientations:

Total Orientations

Number of Students ...

136	121	114	101	65
2,450	2,311	2,129	2,082	1,299

Attendance:

Daily.....

Saturday.....

Total Attendance...

126,444	142,347	148,496	122,118	128,136
259	238	492	473	315
126,703	142,585	148,988	122,591	128,451

Database Usage by Students:

Searches

Sessions

Student PC Usage: (In-House)

451,748	688,093	1,469,042	47,419,460	82,194,540
40,090	35,867	37,635	35,745	32,389

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Individual Library Instruction/Assistance:

Brief Instruction...

Extensive Instruction...

Directional Assistance...

E-mail Reference

Total number of students instructed...

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
5,541	5,311	5,854	5,378	7,107
3,024	1,302	1,088	952	772
8,009	6,385	8,263	4,565	11,111
72	250	250	250	486
16,646	13,248	15,455	11,145	19,476

Book Repairs:

58	125	100	105	286
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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