

Fayetteville Technical Community College

Detailed Assessment Report 2015-2016 Student Learning Center

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

Mission / Purpose

The purpose of the Student Learning Center formerly known as the Success Center is to provide focused supplemental instructional services and resources. These services and resources aim at improving the level of academic success, ability to learn independently, and retention of students enrolled in Curriculum and Developmental Studies classes. Additionally, Continuing Education Teacher Certification Renewal classes provide enhanced opportunities for area educators to improve their teaching skills and maintain their North Carolina Teacher Certification.

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

O/O 1: Investigate and Implement New On-Line Tutoring Service

The Student Learning Center will increase the use of the online tutoring service by investigating and purchasing a new, more relevant service.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 35 Ensure appropriate communication among affected areas.

Related Measures

M 1: Investigate and Implement New On-Line Tutoring Service

What: The Student Learning Center will increase the use of the online tutoring service by investigating and purchasing a new, more cost-effective and relevant service.

Why: For years, the Student learning Center used the SmarThinking tutoring service with little relative activity, roughly 375 hours for 2014-2015 for it's significant cost.

How: A small committee in the Student Learning Center will investigate new options for online tutoring services and once a service is selected, it will be marketed to students through flyers, posters and through the hiring of two work study students to assist in marketing the service.

When: Once a decision has been reached on a service, it will be implemented during the 2015-16 academic year.

Who: Director of Library and Student Learning Center.

Source of Evidence: Administrative measure - other

Target:

Upon the selection of the new service the Student Learning Center will heavily market this new service on all campuses and increase the usage by 100%.

Reporting Finding (2015-2016) - Target: Met

With the implementation of the new online tutoring service, the Student Learning Center increased online tutoring by 400% from 375 hours to 1,600 hours.

Connected Document

[Online Tutoring Data 2015-16](#)

O/O 2: Increase Student Contact Hours

To increase the number of student contact hours within the Student Learning Center by examining subject areas to consider for additional centers based on the academic needs.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 2: Increase Student Contact Hours

What: During the academic year 2014-2015 the Student Learning Center increased the number of student contact hours by 150%, compared to 2013-2014.

Why: Due to enrollment increases, more students will need assistance from the Student Learning Center in order to successfully complete their course work.

How: Once the subject areas have been determined, the Student Learning Center will add additional centers, increasing the number of contact hours by students. With the implementation of additional skills labs the Student Learning Center will have the ability to increase the student contact hours by 50%

When: During the 2015-16 Assessment cycle.

Who: The Director for Library Services and the Student Learning Center and Student Learning Center instructors will determine the subject areas to consider for additional centers based on the academic needs of students.

Source of Evidence: Activity volume

Target:

With the implementation of additional skills labs the Student Learning Center will have the ability to increase the student contact hours by 50%

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

This objective was not met. Student contact hours increased by 3.5 percent with the implementation of the new skills lab.

Connected Document

[Student Learning Center 2015-2016 Annual Report](#)

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

Increase Student Contact Hours

Established in Cycle: 2015-2016

This objective will be carried over to the next assessment cycle with a more realistic target. For the 2016-17 academic year, t...

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

O/O 3: Implement new NCDAP assistance program

With the Math Center and the QEP materials given to the Student Learning Center by the Admissions Department, we intend to increase the number of students placing into for- credit math and English at an increased rate of 3%.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 7 Reduce the number of students testing into developmental classes.
- 10 Improve assessment plans with documented evidence of outcomes.

Related Measures

M 3: Implement new NCDAP assistance program

What: The placement test used to assess needed skills for successful completion of college-level course work, known as the ACCUPLACER was replaced at the state level. The new test was put in place during the 2015-16 academic year.

Why: In light of this change, it is necessary for FTCC to implement a new testing preparation program focused on the new North Carolina Diagnostic And Placement test (NCDAP). Who: In coordination with the FTCC Testing Center, the Student Learning Center started NCDAP preparation assistance for students and potential students.

How: The Testing Center will refer students to the Student Learning Center in order to receive preparation assistance for the NCDAP. The Student Learning Center will implement a new NCDAP assistance program where we intend to increase the likelihood that incoming students will place into or be on track to place in credit bearing English and Math courses.

When: During the 2015-16 Assessment Cycle

Who: Director of Library and Student Learning Center

Source of Evidence: Activity volume

Target:

With the NC DAP materials given to the Student Learning Center by the Testing Department, we intend to establish a benchmark for how many students are being assisted with NC DAP preparation.

Reporting Finding (2015-2016) - Target: Met

The Student Learning Center assisted 107 students referred by the Testing Center for NC DAP preparation.

Connected Document

[NC DAP Fall Spring Prep 2015-2016](#)

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

Increase Student Contact Hours

This objective will be carried over to the next assessment cycle with a more realistic target. For the 2016-17 academic year, the Student Learning Center will attempt to increase contact hours by 5 percent. The 3.5 percent increase in the 2015-16 academic year will serve as a benchmark for future statistical data.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Increase Student Contact Hours | **Outcome/Objective:** Increase Student Contact Hours

Projected Completion Date: 06/2017

Responsible Person/Group: Student Learning Center staff

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The Student Learning Center is adept at making data driven decisions to support assessment objectives. The Student Learning Center has also developed many positive department level relationships through the establishment of multiple Learning Centers across campus including the Testing Center. Increasing the on-line tutoring hours enabled Distance Education students to gain access to the necessary supplemental instruction for the curriculum where challenges arose.

What were the weaknesses of your assessment process?

The Student Learning Center assumed to equal the increase achieved in the 2014-2015 academic year within the 2015-2016 academic year. While simultaneously increasing the number of subject-specific learning centers across campus, the Student Learning Center did not account for the the dilution of student hours within the main center accounting for only a fraction of increase than what had been expected.

What was learned as a result of your assessment process?

The Student Learning Center has a significant impact on student success with continued increases in face-to-face tutoring hours and also a significant increase in on-line tutoring hours encompassing over 6,000 non-duplicated students. In addition, with such a large increase in on-line tutoring assistance, the Student Learning Center learned that providing tutoring services to students at their point of need is becoming an increasingly important factor to student success.

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

The Student Learning Center learned that on-line tutoring will continue to be an important factor for the success of students with tutoring needs within an ever expanding distance learning student clientele. The main learning center has the ability to study their internal statistics which will allow them to make subject specific decisions where labor force needs can be met. Specialized divisions can be tutored in house within their own centers while leaving general education tutoring to the main center. Being the umbrella entity over the other 16 Learning Centers allows for communication across the curriculum where general education students shall be more prepared to enter their subject specific divisions. Failures or deficiencies between the main center and the subject specific centers can be identified and immediately corrected in order to better assist the students and their retention, persistence, and completion.

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](#)

Upswing

Dashboard

Messages

Locations

User Administration

Student Summary

Coach Summary

Coach Scheduling

Feedback

Log Out

All Session Data

View trends in student usage.

HOOR INFORMATION

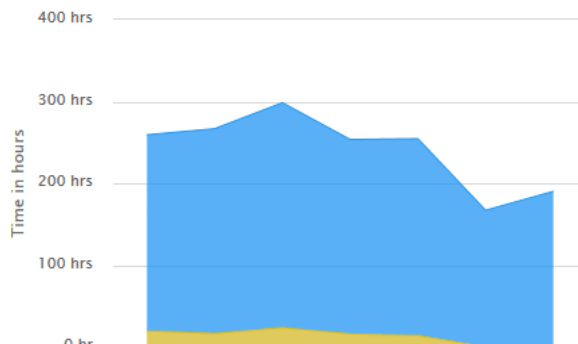
Contract Duration:	08/2015 - 08/2016	Upswing Hours Purchased:	1,640
Hours with Upswing Coaches:	1,600	Hours with Fayetteville Tech Coaches:	90

Upswing Hours

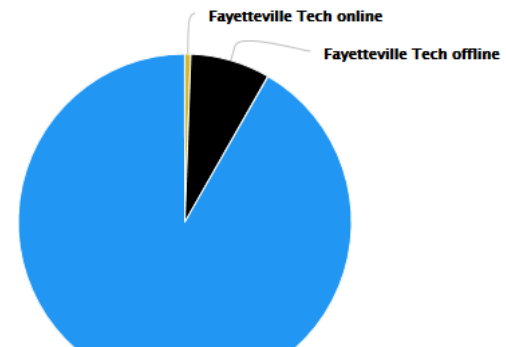


97.58% of your hours have been used for this contract cycle.

Upswing and Fayetteville Tech Hours Used by Day



Completed Session Totals



Submit Issue/Feature Request

Student Learning Center(s) 2015-2016 Annual Statistics

Student Learning Centers 2015-2016	Fall Referrals	Spring Referrals	Fall Visits	Spring Visits	Fall Total Contact Hours	Spring Total Contact Hours	Fall Audit Hours (FTE)	Spring Audit Hours (FTE)
Student Learning Center	1,217	1,569	7,224	4,365	10,065	10,246	6,155	5,892
Science Center	101	120	241	352	356	565	343	542
Math Center	104	55	379	109	502	109	450	103
Writing & Communication Center	201	219	352	456	301	524	266	495
ATC	141	49	226	87	313	115	301	108
Dental Assisting	4	0	6	0	4	0	4	0
Dental Hygiene	52	25	303	41	552	50	540	41
Nursing	67	37	138	41	266	59	261	59
Physical Therapy	40	30	137	85	381	249	330	221
Radiology	28	18	281	29	159	8	159	8
Respiratory	12	0	49	0	43	0	40	0
Speech Lang & Path.	9	0	9	0	17	0	17	0
Surgical Tech	20	19	84	39	78	33	77	33
EMS	9	29	12	42	12	96	12	85
Cyber Security	2	12	3	12	3	8	2	8
Spring Lake Learning Center	10	13	59	21	45	167	8	9
Cisco Academy Lab	N/A	51	N/A	149	N/A	245	N/A	239
Fall / Spring 2015-2016 Totals	2,017	2,246	9,503	5,828	13,097	12,474	8,965	7,843
	Referrals		Visits		Contacts Hours		Audit FTE Hours	
2015-2016 Annual Totals	4,263		15,331		25,571		16,808	
2014-2015 Annual Totals	2,961		11,832		24,675		17,292	
2013-2014 Annual Totals	1,247		5,218		7,769		7,769	

NC DAP Fall 2015

Math Prep # of students	English Prep # of students
64	16

NC DAP Spring 2016

Math Prep # of students	English Prep # of students
26	1

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
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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