

Fayetteville Technical Community College

Detailed Assessment Report 2015-2016 Dean's Office for Arts and Humanities *As of: 7/26/2016 10:52 AM EST*

Mission / Purpose

The University Transfer Programs are committed to providing graduates of FTCC with a common core of competencies that facilitate the learning of technical skills, prepare students for success at four-year institutions of higher education, and help students realize their education and career goals.

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

O/O 2: First-Year Student Progression

To ensure first-year students in the Associate of Arts & Associate in Fine Arts program reach an academic momentum point that helps predict future credential completion. The NC Performance Measures for Student Success tracks the percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("P", "C" or better) at least twelve of those hours.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 8 Administer student course evaluations to assess the satisfaction rates for course and programs of study.
- 10 Improve assessment plans with documented evidence of outcomes.
- 11 Create and administer a professional development program to support academic quality for student success.
- 14 Promote faculty-staff engagement in public relations, community service, and College activities.
- 32 Include quality customer service and support as a measured item on annual performance appraisals.
- 60 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.

Related Measures

M 2: First-Year Student Progression

What: To measure the progression of first-year students in the Associate of Arts & Associate of Fine Arts Programs

Why: To ensure that first-year Associate of Arts & Associate of Fine Art students successfully complete their first 12 hours. Additionally, the college is evaluated on the performance of first-year students by the North Carolina Community College System.

How: External reports received from the North Carolina Performance Measures for Student Success report

When: During the 2015-2016 assessment cycle.

Who: Dean of Arts & Humanities

Source of Evidence: External report

Target:

Sixty-Five percent of part-time and 80% percent of full-time Associate of Arts and Associate of Fine Arts students within their first academic year will successfully earn a "P" / "C" or better for at least twelve of the students attempted hours.

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

For the 2015-2016 academic year, the office for the Dean of Arts and Humanities created an outcome indicating that 65% of AA & AFA students within their first academic year will successfully earn a "P"/"C" or better for at least twelve of the students attempted hours.

According to Institutional Effectiveness data, 67% of first-time, full-time, fall 2015 AA & AFA students earned a "P"/"C" or better for at least twelve of the students attempted hours.

The data also revealed that 48% of first-time, part-time, fall 2015 AA & AFA students earned a "P"/"C" or better for at least twelve of the students attempted hours.

Connected Document

[AA & AFA First Year Progression](#)

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

For the 2014-2015 academic year, the office for the Dean of Arts and Humanities created an outcome indicating that 65% of AA & AFA students within their first academic year will successfully earn a "P"/"C" or better for at least twelve of the students attempted hours. According to Institutional Effectiveness data, 78% of

first-time, full-time, fall 2014 AA & AFA students earned a "P"/"C" or better for at least twelve of the students attempted hours. The data also revealed that 55% of first-time, part-time, fall 2014 AA & AFA students earned a "P"/"C" or better for at least twelve of the students attempted hours.

Connected Document

[Retention & Progression Data](#)

O/O 3: Transfer Performance

The transfer performance objective is to ensure that FTCC graduates from the Associate of Arts program maintain a GPA of 2.0 at transfer institutions. The NC Performance Measures for Student Success monitors and evaluates community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.00 or better after two consecutive semesters within the academic year at the transfer institution.

Relevant Associations:

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.
- 60 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.

Related Measures

M 3: Transfer Performance

What: To measure the performance of FTCC graduates from the Associate of Arts & Associate of Fine Arts at four-year institutions. Why: To ensure that graduates are academically successful at four-year institutions as a result of what they learned at FTCC. How: External reports received from the North Carolina Performance Measures for Student Success report, and the UNC General Administration transfer summary report. When: During the 2015-2016 assessment cycle. Who: Dean of Arts & Humanities

Source of Evidence: External report

Target:

Ninety (90%) percent of Associate of Arts and Associate of Fine Arts students will maintain a GPA of 2.2 or higher after two consecutive semesters within the academic year at the transfer institution.

Reporting Finding (2015-2016) - Target: Met

According to College Transfer Performance data provided by the NC Performance Measures for Student Success, 89.5% of transfer students maintained a 2.0 GPA or higher.

O/O 4: Retention

The Dean of Arts & Humanities will analyze and review retention rates in academic programs and courses within the Arts & Humanities' divisions.

Relevant Associations:

Institutional Goals Associations

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

Strategic Objectives Associations

FTCC

- 1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually.
- 60 Analyze Academic Advisory Committee data, retention and graduation trends by program, GAP studies, Labor Market information by program area, and annual employer surveys.

Related Measures

M 4: Retention

What: To measure student retention within the Associate of Arts & Associate of Fine Arts programs. Why: In order to maximize the retention of students within the Associate of Arts and Associate of Fine Arts programs, it is important to examine the grades that students earn, monitor withdrawals, and determine whether other factors are affecting retention. How: Grade Distribution Reports retrieved via Ellucian. When: During the 2015-2016 assessment cycle. Who: Dean of Arts & Humanities

Source of Evidence: Administrative measure - other

Target:

Seventy-six percent of students within the Associate of Arts (AA) & Associate of Fine Arts (AFA) programs will persist from Fall 2015 to Spring 2016.

Reporting Finding (2015-2016) - Target: Met

Among the Associate of Arts (AA) & Associate of Fine Arts (AFA) students that began in the fall 2015 semester, 88% persisted to Spring 2016. Based on these findings, AA and AFA students exceeded the goal.

Connected Document

[AA & AFA Persistence](#)

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

Attract/Retain/Graduate throuought CTGE

Enhanced Retention/Success efforts will promote student success and increased graduation rates within CTGE pre-curriculum/curriculum with a focus on appropriate program offerings, instruction enhancement, and student engagement activities.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: 1. Promote "Transition" classes that continue skill building along with college level content for pre-curriculum 2. Build and maintain appropriate retention numbers and growth focus at the instructor and unit level 3. Establish Mentoring teams for College Transfer Degree students – "Academic Coaches" to improve engagement within CTGE 4. Construct a more prescriptive path of degree completion 5. Enhance opportunities for enriched student contact

Responsible Person/Group: CTGE Leadership Team

Additional Resources: 1. Support for establishment where possible for creation of "Transition" classes 2. Support for CTGE training and development initiatives 3. Support/Guidance on establishment of Academic Coaching Teams to address engagement and mentoring needs

Improving Alignment of Communication

Although target was achieved attention will have to be given to this area.

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: 1. 100% compliance of the approved syllabus format 2. Ensuring no misleading policy or procedural information is communicated to students 3. Standardizing syllabi and ensuring compliance

Responsible Person/Group: CTGE Leadership Team / Faculty

Phase II

Many of the items suggested by the data may have a significant impact on faculty development and consequently key student outcomes

Established in Cycle: 2012-2013

Implementation Status: Finished

Priority: High

Implementation Description: 1. Review for possible modification of survey items to limit number of items and focusing on the identified areas is under consideration 2. Conduct CTGE Faculty Focus Group 3. Coordinate CTGE training efforts with senior leadership

Responsible Person/Group: CTGE Leadership Team / Faculty

First Year Progression Action Plan

As a result of the first-year progression assessment, the Arts & Humanities academic unit will increase engagement with part-time first-time students. Through the use of faculty advisors, increased and documented contact will be made to monitor the progress of part-time first-time students.

Established in Cycle: 2014-2015

Implementation Status: Finished

Priority: High

Projected Completion Date: 05/2016

Analysis Questions and Analysis Answers

What were the strengths of your assessment process?

The assessment process and data collection is in line with and utilizes data collected by the North Carolina Community College System (NCCCS) as well as data collected by the University of North Carolina System.

What were the weaknesses of your assessment process?

The data collected from the North Carolina Community College System and University of North Carolina System for transfer performance and first-year progression is typically generated a year behind the current assessment cycle. As a result, data for the most current assessment cycle will not be available until the next assessment year.

What was learned as a result of your assessment process?

For the measure of assessment indicating that 65% percent of Associate of Arts and Associate of Fine Arts students within thier first academic year will successfully earn a "P" / "C" or better for at least twelve of the students attempted hours, full-time students were able to meet the baseline; however, part-time students were not able to meet the baseline. As a result of this assessment, the Arts and Humanities divisions are aware that increased efforts must be made to assist part-time students during their first year.

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

As a result of the first-year progression assessment, the Arts & Humanities academic unit will increase engagement with part-time first-time students. Through the use of faculty advisors, increased and documented contact will be made to monitor the progress of part-time first-time students.

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](#)

First-Time Students AA & AFA	Cohort Number (Fall 2015)	Successfully Earned Grade of P, C or Better	%
Full-Time	106	71	67%
Part-Time	63	30	48%

Retention

A10100, A30100, A10200, A1020A, A1020C, A1020D	
Fall 2014 Enrollment	1096
Spring 2015 Enrollment	805
Persistence Rate	73%

(Fall graduates were removed from the demoninator)

First-Year Student Progression

A10100, A30100, A10200, A1020A, A1020C, A1020D	# in Cohort	% Attempted 12 Hours During Academic Year	% Completed 12 Hours During Academic Year
First Time, Full-Time Fall 2014 Cohort-Transfer Degree-Seeking Students only	143	100%	78% (111)
First Time, Part-Time Fall 2014 Cohort-Transfer Degree-Seeking Students only	89	65% (58)	36% (32)

AA & AFA	Fall 2015	Spring 2016	% Persist
Full-Time	337	297	88%
Part-Time	476	320	67%

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