

**Fayetteville Technical Community College
2015-2016 End of Year Report**

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	Accomplishments (July 1, 2015-June 30, 2016)
<p>1.1 Promote student successes and College Best Practices with a targeted goal of 50+ information releases and/or presentations annually (2)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Increased marketing efforts have continued to increase enrollments meeting the changing employer and employee needs in the community. • Presented program information on the FTCC Community Spotlight Radio Show. • College and Career Readiness (CCR) advertised through numerous mediums, including the city transit system; participating in Family Readiness Group activities at Fort Bragg; posting information on digital billboards throughout Cumberland County; program displays at local job fairs and community events; advertising in the Fayetteville Observer; and providing local businesses and organizations with recruitment boxes containing flyers related to program opportunities for CCR students. • Small Business Center presented presentations to two business network groups (Fayetteville Divas and the Business Networking International (BNI)). <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Participated in annual open house activities, High School student tours, <i>Up and Coming</i> news articles, radio spots and faculty/staff provided programmatic information sessions specific to the program of instruction. • Culinary Arts program was highlighted in a recent edition of <i>City View</i> magazine. • <i>Up and Coming</i> included a news article on the Global Logistics and

Distribution Management program.

- Fayetteville Observer posted an Interview/Cooking Lesson.
- North Carolina Association of Educational Office Professionals (NCAEOP) provided a presentation on Time Management and Stress Management.
- Business Administration/Marketing department (BA/MKT) provided training support to Cape Fear Studios.
- FTCC was included in a news article in the Greater Charlotte Hospitality Magazine.
- Faculty and staff provided a pathway presentation at the NC Career and Technical Education (CTE) Teachers Conference.
- Faculty and staff participated in open houses, high-school tours, and division orientations throughout the year.
- Released an article advertising the Science department published in Up & Coming Weekly magazine.
- Faculty and staff participated in Career and Trades Day activities in April 2016.
- Collision Repair and Refinishing Technology program was featured in the Fayetteville Observer several times throughout the year.
- Collision Repair and Refinishing Technology program provided presentations at the NC Employment and Training Association and the Axalta Business Council Symposium.

Foundation

- Provided a presentation at the Network Enterprise System Office, located on Fort Bragg, and included a MIS academic and alumni program overview.
- Hosted an information booth and presented information at the Combined Federal Campaign activities at Stryker Golf Course, Spring Lake.
- The Foundation presented to the Fayetteville Area Hospitality Association providing an overview of the Foundation's mission, activities in support of students, and a review of the Association's scholarship program.
- Hosted the Foundation's annual donor appreciation luncheon featuring student scholars, a guest speaker, the Statistical Analysis System (SAS) Chief Health Officer, and House of Representative

Gale Adcock.

- The Foundation created and executed donor check presentations and photo shoots released to media outlets.

Learning Technologies

- FTCC Media Services produces videos, photographs, and public relations information to assist with informing the public about activities and events occurring at the College. For example, the Media Services production staff produced: twelve "Cumberland Matters" television shows on behalf of Cumberland County, twelve "*Get Connected*" television shows for Cumberland County Schools, and ten "*FTCC and You*" television shows for broadcast on the FCE-TV Education Channel. Media Services also produced a "*Formative Assessment*" teaching tool viewed by 250 instructors in Bolivia, and a "*Protect Yourself, Protect Others*" Title IX Compliance video. Media services produced the annual *State of the College* video, *Connect NC* bond informational video, *FTCC Foundation: Thank You!* video, the *FTCC Golf Tournament Promo*, the *FTCC Simulation and Gaming* video, *FTCC Non-Profit Management* video, *All-American Marathon* montage, a *2016 Military Tribute*, five new FCE-TV Channel IDs, five new FTCC promos, eight ACA online instructional videos, five Speech online instructional videos, three NC Military Business Center online videos, and thousands of photos provided to the Marketing and Public Relations Office staff for use with social media, web postings, and for brochures produced in the Print Shop.

Marketing/Public Relations (MPR)

- MPR released press releases as the College was recognized throughout the year with 23 of them being picked up for publishing.
- Continuous Facebook Releases throughout the year with *Likes* increasing by 91% (6,500 followers); page views increasing by 78% (7,400 new viewers); video views increasing by 396%; and message response rates occurring 100% with time to respond increasing by 10%.
- Twitter Releases throughout the year with postings increasing by 600%; impressions increasing by 214%; and profile visits increasing

by 242%. The College also increased mentions in other posts by 235%.

- LinkedIn postings throughout the year with 1000 page followers and over 13,000 alumni and students viewing postings.
- Blog currently has 15 postings with 25 followers with ongoing objectives to add two new blogs per month.
- Instagram currently has 360 followers (increasing by 200%).
- Google+ currently has 8,700 views with active 32 followers.
- YouTube currently has 130 subscribers to College postings.
- FTCC Website has been modernized with an average 253,000 web page sessions per month and a decreased user bounce rate from 68% to 37%. The average session duration was 3 minutes, 56 seconds). New sessions increased by 28% and the top three views by states of user residency was: NC – 200,000 views; GA – 12,000 views; and SC – 2,000 views).
- There are currently 26 program area facebook sites actively monitored and administered by the MPR Office.
- MPR staff facilitated a digital media campaign with the Fayetteville Observer (FO) during the July 2015 – June 2016 academic year. The campaign included four (4) major components:
 - a. FO Weather Button with 450,000 impressions per month.
 - b. Home Page Advertising with:
 - 290,000 impressions per month.
 - 3.5 million impressions per year.
 - an average of 5.4% click-through rate.
 - c. Geo-Fencing advertising for numerous military Installations, including Fort Bragg, Fort Benning, Camp Lejeune, Fort Hood, Seymour Johnson AFB, Coronado Naval Base, Fort Carson, Joint Base Lewis-McChord, Joint Base San Antonio (JBSA), Lackland AFB, Fort Carson, Eglin AFB, and Fort Campbell).
 - d. Affiliate Advanced Audience Targeting/Re-targeting using:
 - Zip codes for active duty military and veteran education seekers, key word seekers, and retargeting efforts throughout the year.
 - Tracking reflected 90,000 impressions monthly with a 5.09% click-through rate.

- e. Affiliate Mobile Network targeting military bases and achieving 40,000 monthly impressions and 2.84% click-through rate.

Student Learning Center and Library Services (SLC/LS)

- SLC/LS instructors visited 224 classes making contact with 3,483 students to inform them about the resources available to them in the Center.
- Librarians conducted 86 face-to-face library instruction sessions reaching 1,554 students providing instruction on to effectively use library resources.
- The director of SLC/LS taught 22 Library orientations for ACA classes during the Spring 2016 semester.
- SLC/LS instructors assisted 4,263 students, providing over 25,000 contact hours of supplemental instruction.

Student Services

- The admissions office (AO) created and released ongoing updates related to testing schedules, and test prep materials. AO also taught multiple professional development training sessions associated with testing changes.
- High School (HS) Connections provided information presentations and participated in parent night activities at most of the Cumberland County high schools, including college/career fairs, scheduling events, etc.

1.2 Use the Educational TV channel to provide timely information/programming to the community (2)

Corporate and Continuing Education (CCE)

- Career and Community Enrichment program faculty and staff participated in interviews on “*FTCC and You*” advertising educational programs such as Allied Health, Effective Teacher Training, Motorcycle: Basic Rides Course (BRC), and Summerscapes activities for local youth participants.
- College and Career Readiness provided information programs on FTCC TV channel including *FTCC and You*, *Punto de Enceuntro*; and *Coffee and English*.

	<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • Created commercials and videos with Media Services to promote the Silent Auction, Golf Tournament and the Donor Appreciation Luncheon. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Facilitated the LIVE broadcast of the <i>FTCC Commencement Ceremony</i> and ten <i>Cumberland County Schools Graduation Ceremonies</i> from the Crown Coliseum on FCE-TV Education channel. Provided <i>Cumberland Matters</i> shows for Cumberland County government, <i>Get Connected</i> shows for Cumberland County Schools, and <i>FTCC and You</i> aired monthly on the Education channel. Additionally, media services produced the <i>2015 State of the College</i>, video, <i>Connect NC</i> bond referendum video, FTCC Foundation office video” <i>Thank You!</i>, <i>Golf Tournament Promo</i>, <i>FTCC Simulation and Gaming</i>, <i>FTCC Non-Profit Management</i> video, <i>All-American Marathon</i> montage, a 2016 <i>Military Tribute</i>, five new FCE-TV Channel IDs, and five new FTCC promos that aired on the Education Channel. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Provided instructional content for the <i>Protect Yourself, Protect Others</i> Title IX video and currently working on an <i>Active Shooter</i> preparation video to assist faculty, staff and students. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Assisted media services with televising the <i>Fifty-fourth Annual Commencement Ceremony</i> was broadcast LIVE from the Crown Complex on FCE-TV Channel 5 and 1301 on May 13, 2016. FCE-TV also recorded and rebroadcast the Commencement Ceremony on later dates following the graduation date.
<p>1.3 Partner with community organizations to connect students to potential employers (3)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Corporate and Continuing Education’s Emergency Medical Science

(EMS) departments continued partnerships with Cape Fear Valley Hospital, Cumberland County EMS, Southern Regional American Heart Association (SRAHEC), Veteran's Affairs Medical Center, Womack Army Medical Center, and other service area health offices to meet the growing demand for highly trained and skilled employees.

- The Career and Community Enrichment department maintains a partnership with Career Step and offered optional internships with CVS/Walgreens connecting students with job postings and referrals upon completion of the following programs:
 - *-Online Medical Transcription Editor,*
 - *-Online Medical In/Outpatient Coding,*
 - *-Online Medical Billing,*
 - *-Health Information Technology,*
 - *-Electronic Health Records Office Professional,*
 - *-Online Computer Technician,*
 - *-Working in the Pharmacy,*
 - *-ICD-10 Fast Track for Professional Coders*
- Emergency and Protective Services department provided referrals for Paramedic, EMT, RMA, and CNA students to work at various local healthcare offices and hospitals throughout Cumberland County.
- The Corporate and Industry Training department partners with the Workforce Development Board and the NC Department of Workforce Solutions to offer a flooring class supporting the Veterans Flooring Group, Inc. (VRG). That partnership resulted in nine graduates obtaining employment in the flooring industry.
- Corporate Training partnered with College and Career Readiness in providing \$500 via multiple gift certificates for the Cosmetology and Barbering programs through a mini-grant increasing enrollment in those programs.
- College and Career Readiness has partnered with Vocational Rehabilitation, Vision Resource Center, and the Services for the Blind to assist students with disabilities in preparing for employment opportunities.
- Human Resources Development (HRD) has partnerships with Smithfield Packing, Mountaire Farms, Prestige Farms, Allied Barton Security, Cornerstone Business Solutions and Labor Ready to assist graduates in locating employment.

Curriculum Programs

- Provided a paralegal reception at the Cumberland County Courthouse.
- Created and maintained an Entrepreneur Speaker Series.
- Created and maintained a 1 Million Cups Program serving Cumberland County.
- Participated in the Wake Technical Community College's Culinary Showcase.
- Participated in job fairs at Womack Army Hospital for health program graduates; and participated in a Pharmacy technology partnership with CVS assisting graduates.
- Attended Chamber of Commerce events activities throughout the year (i.e. Chairman's Coffee, Business After Hours)
- The Building Construction Technology and Plumbing departments partnered with the Habitat for Humanity and the Center for Economic Empowerment and Development (CEED) to conduct live projects.
- Deans, Division Chairs and Department Chairs partnered with the Cumberland County Workforce Development Board for funding support for students (i.e. Collision and Repair Technology Program).
- Partnered with Cumberland Co. Schools to expand classes into the former Mae Rudd Williams High School building in Spring Lake.
- Partnered with Cumberland Co. Schools to establish Cumberland Polytechnic High School on the FTCC's Fayetteville campus.

Foundation

- Worked with FTCC donors to connect students with their businesses including MAPS Surveying, Fayetteville Hospitality Association members, Ft. Bragg Enterprise Stand Alone Network Enterprise Center, the UPS Store, and Alumni Connections.

Learning Technologies

- FTCC partners with Cumberland County government, Cumberland County Schools, the Cape Fear Botanical Garden, and the North Carolina Military Business Center to enhance student learning

	<p>outcomes and networking connections for future employment opportunities for graduates.</p> <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • The Jobs Center participated monthly with the Community Blueprint Organization and The Alston Wilkes Transition Center. • The Jobs Center staff collaborated with the Transition Tech program to assist Veteran's transitioning from active duty to civilian employment opportunities. • Coordinated a visit from Unilever in Raeford regarding future career opportunities for graduates. • Coordinated a job fair with the College's culinary department. • Participated in on-site interviews for employees at the Walmart Distribution Center and with Caterpillar. • Participated in job fairs supporting Womack Army Hospital held at FTCC on October 27, 2015 • Participated in Collision U Draft Day on March 8, and March 9, 2016. • Cultivated relationships with three organizations to support goals of the National Student Leadership Society (NSLS).
<p>1.4 Engage stakeholders to develop and expand College funding opportunities melding community and student needs. (1, 2, 3)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Small Business Center received an additional grant from Wells Fargo for the Small Business Summit. <p style="text-align: center;"><u>Curriculum Programs</u></p> <ul style="list-style-type: none"> • The Small Business Center and Curriculum Business Programs hosted the Small Business Summit with a grant from Wells Fargo. • Continue to cultivate partnerships with local health professional organizations to fund scholarships for health students. <p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • Maintained current donor relationships and added 299 new donors that donated \$48,340. • \$334,941 total funds increase for 2015-2016 including a \$29,342 gift

in kind donation received.

- Created and launched the inaugural Foundation Chair's Gala to acknowledge former Trustees and Foundation Board Chairs.
- Increased fall funding by raising \$21,300 (2015: \$26,450; 2014: \$5,150). Fall fundraiser attendance increased by 76 guests (2015: 173 guests; 2014: 97 guests)
- Campus Fund Drive Campaign breakfast raised \$16,600 with 135 donors (\$6,381 more in funding and 23 more donors than 2014).
- Contacted all scholarship donors to revise contract funding criteria limiting eligibility that expanded student scholarship awards.
- Planned and facilitated a reception for donors and friends to meet the College's new Athletic Director at the Crown Coliseum during a Fayetteville Fireantz Hockey Game attended by key stakeholders.
- Planned and facilitated the Foundation's annual Donor Appreciation Luncheon featuring scholarship benefactors and their FTCC student scholars. Engaged the SAS Chief Health Officer as the guest speaker.
- Planned and executed the College's Golf Tournament and Silent Auction. The total golf revenue was \$59,865 including gifts in kind. Donations included \$50,387 without the gifts in kind. Total revenue increased by 26.71% and there was 28.33% increase in attendance. Engaged local and regional sponsors to attend the events to increase awareness of the Foundation.
- The Annual Fund Campaign raised \$4,826.47.
- Hosted an information and merchandise booth at a Graduation Fair and at Graduation rehearsal to engage graduates and their families with the FTCC Alumni Association.
- Held regular meetings with donors and prospective donors to discuss critical needs, sponsorship fundraisers, and campus funding opportunities.
- Recruited eleven new Foundation Board members to assist with fund raiser activities for FTCC.
- Planned and implemented quarterly committee, full board meetings, and luncheons with 27 FTCC Foundation Board members. Prepared detailed financial and activity reports for board review, approval, and discussion. Included FTCC program information and features, including showcasing the College Ambassadors and Athletics Program.

- Recruited and engaged additional volunteers beyond the Foundation Board to support in fundraising events.

Learning Technologies

- The Director of Media Services is a graduate and active participant of the FTCC President's Leadership Institute. The "Foodie" PLI team members completed a year long project to survey faculty, staff and students, in order to provide information to the Senior Vice President of Business and Finance, facilitating naming of the new College's café and vendor selection. Coordinated the marketing and grand opening of the Trojan Café in August of 2015. Participated in the Vendor Selection and ongoing support to the service committee.
- Technology Innovations and Applications department obtained a North Carolina Community College System (NCCCS) Virtual Learning Community (VLC) grant of \$125,000 and partnered with other VLC Centers to obtain \$225,000 College 2+2 funds. All funds were expended to serve student instructional needs.

Student Services

- Completed recruitment of high school and college students for C-Step Program.
- The student activities office coordinated and participated in Cape Fear Valley Medical Center (CFVMC) Blood Drives, Constitution Day, 9/11 Observance, Fall Festival, Around the World in 90 Mins, MLK Parade & Prayer Breakfast, Community Health Fair, Knocker Ball, Vet 22 Event, Mental Health Speaker Series, Matt the Knife Magician, Jabali Afrika Concert & Ed Session, NC Connect, Save-A-Life Tour, Fashion Show, Spring Fling, Earth Day, Intramural Bowling, Volleyball, Football, Softball, Ice Cream Daze, and the Summer Campus Cookout.

1.5 Align the FTCC Foundation, Inc. goals and outcomes to support the College. (2, 3)

Corporate and Continuing Education

- Corporate & Continuing Education's EMT-Basic and Paramedic programs pass rates were: Paramedic pass rate of 95% and EMT-Basic pass rate of 92% for 2015-2016.

- Industry Training department contributed \$50 to the FTCC Foundation, Inc. That gift was presented to the college by a local company as a result of FTCC assisting the company in meeting mandatory audit requirements of Occupational Safety and Health Administration (OSHA) forklift operations.
- Over the course of several months, the Human Resources Development (HRD) formed a partnership with the City of Fayetteville assisting students with financial hardships in continuing educational goals. The City allocated \$5,000 to assist students facing financial hardships impeding them from seeking necessary skills training or obtaining employment.

Foundation

- FTCC Foundation Board members achieved a 100% donor participation rate from the full board.
- Advertised private scholarship availability to students. Created 7 new scholarships and associated departmental funds.
- Implemented comprehensive donor management and fund reporting resulting in renewed funding.
- Awarded \$3,000 (six- \$500) faculty mini-grants for continued professional development, conference participation, and/or academic program enhancements.
- Continuing to improve Alumni records, accessibility, and engagement to develop a vibrant alumni association.
- Transferred \$15,000 unrestricted funds to the new Athletic program for student scholarships.
- Interviewed, selected, trained, and managed the Thomas R. McLean Ambassador students.
- Accepted donated automobiles and transferred them to Collision U Program. After students completed use as part of their studies, the metal was scrapped and proceeds deposited into a Collision U fund.
- Made approximately \$190,000 available to the college for scholarships.

Learning Technologies

- Media Services produced *FTCC Foundation: Thank You!* video which

	<p>aired live at the Foundation Thank You Luncheon, and <i>FTCC Golf Tournament Promo</i>” which promoted the 2016 Golf Tournament on FCE-TV. Media Services provided technical and event support for the Foundation Dinner, Golf Tournament, Luncheon and other special College events.</p>
<p>1.6 Reduce the number of students testing into developmental classes. (1, 2)</p>	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Staff attended DMA/DRE Training. • Health program advisors encouraged advisees to seek remediation prior to retesting for developmental placements resulting in a significant drop in the number of students testing into developmental. • Updated the implementation processes for Multiple Measures of Placement to assist new students. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Technology Innovations and Applications maintained a Massice Open Online Course (MOOC) as a refresher in basic math skills to prepare the student for taking Accuplacer with the intended outcome of placing out of developmental math. <p style="text-align: center;"><u>Student Learning Center/Library (SLC)</u></p> <ul style="list-style-type: none"> • The Student Learning Center assisted 107 students in NCDAP preparation. This was a new service for the SLC in 2015-2016. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Multiple Measures initiative implemented and the numbers of students testing into developmental classes has reduced.
<p>1.7 Administer student course evaluations to assess the satisfaction rates for course and programs of study. (1, 5, 6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education (CCE)</u></p> <ul style="list-style-type: none"> • All Corporate and Continuing Education classes were administered end-of-course student evaluations for both traditional and distance learning courses. CCE evaluation forms were made available online to maintain confidentiality and provide convenience for students in

accessing and completing the evaluations. At the end of each course students were required to evaluate their course and the instructor. 100% completion of course evaluations in the Customized Training and Occupational Extension classes.

Curriculum

- Health Programs are using the results of course evaluations by analyzing scores and comments, filtering results per programs/courses, and discussing results with appropriate chairs and including information in annual performance evaluations.
- All math and science classes were administered end-of-course student evaluations for both traditional and distance learning courses.
- Survey results were analyzed and used across the curriculum program areas for ongoing improvement activities by department chairs, division chairs, and deans to supplement program reviews as part of the annual assessment processes and related program and accreditation reports.
- All students enrolled in courses were encouraged several times to complete course evaluations, every semester, resulting in increased survey completions.
- Survey results were discuss and used to identify areas for improvement.

Human Resources/Institutional Effectiveness

- The Institutional Effectiveness Department administered the Instructor Course Evaluations during the Fall 2015 and Spring 2016 terms, tabulated the results, and delivered them to Curriculum and Continuing Education supervisors.

Student Learning Center/Library

- Implemented a survey for student satisfaction in the Student Learning Center. Results were analyzed to formulate ongoing improvements in processes and procedures to further enhance the customer experience.

1.8 Administer an annual non-returning student survey to assess the reasons for not continuing studies at FTCC. (1, 5, 6)

Curriculum

- Tabulated results of the non-returning student surveys and individual program-specific accreditation graduate surveys were analyzed, discussed and used by curriculum and continuing education departments throughout the year for program enhancements.

Human Resources/Institutional Effectiveness

- The Institutional Effectiveness Department administered the non-returning student survey and tabulated the results. Copies of the results were released to senior leadership of the College for further analysis and use of data in future improvement activities. The non-returning student survey was sent to previous students on October 19, 2015 with a return date of December 17, 2015.
- Of the responding students, the top three goals for initially attending FTCC were:

Earning a degree, diploma or certificate	77.1 % (64 respondents)
Transferring to a four year college/university	26.5 % (22 respondents)
Preparing for/Getting a new job	20.5 % (17 respondents)
- 63.4% of the responding students accomplished their goals at FTCC.
- The following top 5 reasons were listed as to why respondents did not return in Fall 2015 to continue their studies:

Other (Isolated Reasons)	30.5 % (25 respondents)
Financial Reasons	26.8 % (22 respondents)
Accomplished my reasons for attending	17.1 % (14 respondents)
Relocated	17.1 % (14 respondents)
Family/Personal Reasons	13.4 % (11 respondents)
- 32.1% of the non-completers stated they plan to re-enroll at FTCC at a later date.
- Funeral Services used this data for their eight year assessment.

1.9 Administer an annual graduate survey to assess satisfaction rates for courses and programs of study. (1, 5, 6)

Corporate and Continuing Education

- The EMS department used the results of the annual graduate surveys to document and submit findings to COAMPS Accreditation for National Registry Paramedic.

	<p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • The Institutional Effectiveness Department administered the Graduate Survey and tabulated the results which were released to senior leaders across the College for program discussions and development of achievement targets for ongoing program improvements. • The graduate survey was released to graduates and potential graduates via SurveyMonkey on March 2, 2016. On Friday March 29, 2016 the Institutional Effectiveness Department established a workstation at the Annual Graduation Cap and Gown pick-up station to assist graduates in completing the survey. On that day over 600 students completed the Graduate Survey increasing our survey participation rates. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • High School Connections completed a survey of students in the program, each year, to assess satisfaction and identify areas of possible improvement.
<p>1.11 Improve assessment plans with document evidence of outcomes. (1)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • The Corporate and Continuing Education EMS department conducted annual assessment plans with Paramedic program WEAVEonline© and COAMPS accreditation for National Registry Paramedic. • The Career and Community Enrichment area amended the WEAVEonline© Assessment process to incorporate additional classes for intense assessment including Occupational Medical Coding, Human Resources Development, and Personal Interest Auto Dealer's classes. • Corporate and Industry Training department conducted annual assessment plans in the Therapeutic Massage program using WEAVEonline. • College and Career Readiness utilized WEAVEonline and desktop monitoring report issued by the State from NRS ratings to ensure FTCC was achieving measurable educational gains. • College and Career Readiness administered CCR Graduate Surveys for HSE and AHS Graduates and have analyzed those results for

ongoing adjustments to processes and procedures.

Curriculum

- WEAVEonline assessment plans were developed, completed, analyzed, and discussed by all programs to document success and recommendations for ongoing improvements in the next assessment cycle.
- To improve annual assessment activities, the curriculum math and science departments revised all math and science course objectives, assessment objectives, and rubrics.
- Arts and Humanities improved its assessment plan by implementing a new data collection process. The process was used as a model for reporting evidence of compliance for the 5th Year Report submission to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) institutional effectiveness standards related to FTCC academic programs.

Public Safety and Security

- As a part of analysis of assessment plans for ongoing improvement, the Public Safety and Security department has established a Field Training Officer (FTO) program. The department has updated its' standard operating procedures and emergency response program processes. Additional professional development sessions have been developed and delivered to faculty, staff, and administration.

1.11 Create and administer a professional development program to support academic quality for student success. (1-6)

Corporate and Continuing Education

- Corporate Training provided a 5-hour Funeral Service CE training class for all NC Funeral Service licensees.
- College and Career Readiness instructors participated in the NCCCS professional development certificate program. Contracted with Grey Matter to do a needs assessment of College and Career Readiness staff and provided professional development to enhance professional skills and talents.

Curriculum

- Health department chair updated the advising module..
- Health faculty attended instructional professional development with Dr. Roukema throughout the Spring 2016 semester.
- Faculty attended professional development related to their programs arranged with outside sources.
- An online professional development course for Bloodborne Pathogens was created to allow annual training for distance education faculty and staff.
- Offered professional development workshops on Technology Integration Initiatives, ADA compliance, HTML, Blackboard, and teaching content appropriate for new courses that faculty wish to add to the combined course library.
- Arts and Humanities conducted and engaged in a number of training sessions focused on student success. The training covered topics related to: academic advising, professional writing, and use of Ellucian (Datatel), etc.

Facilities

- Continue to utilize organizational plans to improve efficiency. Expanded the use of Form F-2-Facilities Decision Package to better facilitate communication between departments related to employee moves and College maintenance and facilities needs.

Human Resources/Institutional Effectiveness

- The Human Resources/Institutional Effectiveness Office facilitated the following professional development opportunities in support of academic quality and student success during FY 2015-16: WeaveOnline New/Refresher Training; Supervisor Training; Stakeholder Engagement Meetings; Southern Culture; Social Media, Student Engagement & Success; Registration for DMA/DRE; Learning Centered Advising; High School Connections Overview; Default Management: Consequences for the Entire School; Creating Accessible Electronic MS Word Documents; Career Coach: Academic Advising and Counseling; Building Blocks for Positive Workplace

	<p>Relationships, DDI Targeted Selection Interviewing, and DDI Refresher Training.</p> <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Technology Innovations and Applications implemented a requirement that all online course map General Education Competencies, and Course and Module outcomes for assessments. • Technology Innovations and Applications offered six webinars and multiple f2f workshops for faculty on the use of technology, the College’s learning management system functions, and Americans with Disability Act (ADA) compliance to enhance the student learning environment. A Technology Showcase featuring 25 different emerging and innovative technologies was created through the Virtual Learning Center technology grant.
<p>1.12 Promote use of the research such as Economic Modeling Specialists International (EMSI) studies to identify and benchmark successes at other Colleges that could be replicated at FTCC. (1-6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • College and Career Readiness participated in the Performance Summit, including use of EMSI studies, Career Coach, Job Analyst and Economic Development software technology provided by Institutional Effectiveness. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Completion by Design has been implemented and uses research data, including information from the Institutional Effectiveness Office to facilitate continued improvements.
<p>1.13 Maintain memberships in relevant professional organizations and groups. (1-6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Faculty and staff are members of the National Registry of EMT’s, North Carolina EMS Educators Association, and American Medical Technologist. • Corporate and Continuing Education developed and/or maintained partnerships with community agencies/organizations to include: NC Safety & Health Council, Fiber Optics Association, NC Division

Continuing Education Program, National Fire Protection Association (Electrical section), OSHA, SRAHEC, Veteran Affairs Medical Center (VAMC), Womack Army Medical Center (WAMC), NC National Guard, PWC, NC Harm Reduction Coalition, The Re-Store Warehouse, Rape Crisis Volunteers of Cumberland County, Community Emergency Response Training (CERT) groups, ICD/Goodyear, Vision Resource Center, Cumberland County Animal Shelter, Family Endeavors, Operation InAsMuch, Workforce Development, Fayetteville Urban Ministries, Fayetteville Police Department, Fayetteville Center for Economic Empowerment and Development, Southwind Quilts, Botanical Gardens, Embrace Yoga Studio, Cheryl's Best Friends, Sustainable Neighbors, Sherefe Restaurant, The Wine Café, UNC Chapel Hill, Partnership for Children, 360Training.com, Ed2go, Career Step, Skip Trace Jobs, and Condensed Curriculum International.

- College and Career Readiness developed or maintained memberships in NC Partners of the Americas, Teachers of English to Speakers of Other Languages (TESOL), NCAEOP, North Carolina High Education and Disability (NCAHEAD), Southern ADA Center, Vision Resource Center, and Immigration Legal Assistance Center.
- The HRD Coordinator served on the NCCCS Advisory Board and on the Fayetteville-Cumberland County Re-entry Council.

Curriculum

- Maintained membership with National Association for Community College Entrepreneurship and American Culinary Federation.
- Health division program and individual faculty membership & leadership roles in professional organizations, as appropriate.
- Faculty (curriculum) hold professional memberships in NAEYC (National Association for the Education of Young Children, SECA (Southern Early Childhood Association), NCSECA (North Carolina Southern Early Childhood Association)
- Building Construction Technology and Plumbing departments maintain membership in Home Builders Association of Fayetteville
- Electrical Systems Technology department maintains membership in the Associated Builders and Contractors (ABC) Carolinas Chapter
- AC, Heating & Refrigeration department maintains members in the Air Conditioning Contractors of America (ACCA)

- Electronics and Civil Engineering Technology departments maintain membership in the Society of American Military Engineers (SAME)
- Maintain SkillsUSA membership by the Collision Repair and Welding departments.

Facilities

- Facility Services (FASVS) maintained memberships with the Association of Community College Facility Operations (ACCFO), NC Turfgrass Council, and Sustainable Sandhills-Certified during 2016.

Foundation

- The Foundation maintained memberships and participation in North Carolina Council of Resource Development, Inc.(NC CORD), NC Center for Non-Profit, Chamber of Commerce, Council for Advancement and Support for Education (CASE).

Human Resources/Institutional Effectiveness

- The Human Resources and Institutional Effectiveness staff maintained memberships with:
 - National and Local Societies of Human Resources Management
 - College and Universities Professional Administrators Association
 - Board membership with the NC-SC Better Business Bureau
 - Board membership with a local financial institution
 - National membership with the Association of Training and Development
 - Community College Professional Researchers Organization
 - Partnership for Children Planning and Evaluation Committee
 - Kiwanis Club of Fayetteville
 - VP for Human Resources is the Chair of the City of Fayetteville's Personnel Review Board

Learning Technologies

- The Technology Innovations and Applications Director serves on the Executive Board of the NCCCS Virtual Learning Committee (VLC), member of the North Carolina Community College Association for Distance Learning, and as a member of the Executive Board of the North Carolina Learning Object Repository (NC-LOR).

Marketing/PR

- Marketing and Public Relations maintains membership with the:
 - Fayetteville Kiwanis Club
 - Fayetteville PIO Alliance
 - Greater Fayetteville United, Inc.
 - Friends in Tourism

Print Shop

- Member of PICA (Printing Industries of the Carolina's).

Public Safety and Security

- Current memberships are maintained with the International Association of Campus Law Enforcement (IACLEA), North Carolina Association of Campus Law Enforcement (NCCLEA), Campus Security, and North Carolina Information Sharing and Analysis Center (NCISAAC).

Student Learning Center/Library

- Student Learning Center instructors maintained memberships with NCTLA (North Carolina Tutoring and Learning Association).
- The Library staff maintained memberships and leadership positions in LAUNC-CH (Librarian's Association at the University of North Carolina Chapel Hill) , NCCCLA (North Carolina Community College Library Association and CCCLA (Council of Community College Library Administrators) and the Library and Student Learning Center Director is the current President of CCCLA.

	<p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • The JOBS Center counselor is a member of the National Career Development Association. • Student Services is a member of American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Southern Association of Collegiate Registrars and Admission Officers (SACRAO) • The Jobs Center Secretary is a member of the Greater Spring Lake Chamber of Commerce Member of Links, Inc. and Alpha Kappa Alpha Sorority, Inc.
<p>1.14 Promote faculty-staff engagement in public relations, community service, and College activities (1, 2, 3, 5, 6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education (CCE)</u></p> <ul style="list-style-type: none"> • Continuing Education EMS area participated in the paramedic competition, airport disaster event, and the Cape Fear Valley Hospital disaster event. • CCE advertised programs at monthly Army/Air Force Newcomers' meetings. • Placed advertisements on billboards, the 82nd Airborne websites, Fayetteville Area System Transit vehicles, Accento Latino, FTCC Facebook, in the <i>Fayetteville Observer</i>, <i>Ft. Bragg Life/Paraglide Magazine</i>, <i>City View Magazine</i>, <i>Up & Coming Magazine</i> and <i>Newcomers' Mailer</i>, and geo-fencing digital targeting online ads. • Made robo-calls an available resource for all CCE departments. • Designed course-specific flyers for over 100 classes and distributed them at various locations throughout Cumberland County and posted copies of the flyers on social media. • Created a CCE Facebook page making 71 posts, reaching 23,063 people. • Coordinated the format and printing of the CCE Tabloid and highlighted all programs in brochures. • Updated the format of the Tabloid to include a glossy cover in full color, while also saving on cost by decreasing the frequency it is printed from 4 times to 3 times a year. • Hosted information booths at Ft. Bragg Army Community Service

"Relocation Readiness Program", Ft. Bragg Airman and Family Readiness Center, Umoka Festival, Project Homeless Connect, Real Talk, Adolescent Real World, Operation Cease Fire, Crime Prevention Community Outreach, Aspire Community Resource Day, Cumberland Community Collaborative, Military Family Readiness Groups, Health Fairs, Chamber of Commerce, Cumberland County Schools, Cumberland County Re-Entry, Annual Job Fair at the Crown, Annual Job Fair at Cumberland County Library, Dogwood Festival, Fayetteville After Five, Matopma; Airborn Day, NAMI Cumberland County Backpack Giveaway, Reading Rocks with Cumberland County, Sandhills Sanokafa Festival, Cape Fear Valley Hospital, Cape Fear Botanical Gardens, FTCC Open House, and staff appeared on the CCE TV Show *FTCC & You*, and participated in 40 other community events.

- An Industry Training employee assisted with the FTCC Foundation Silent Auction and Golf Tournament.
- Corporate training department maintained partnership with Cumberland County Animal Shelter and Cheryl's Best Friends.
- College and Career Readiness maintained recruiting reports and worked with Global Education Committee on *Dreams of Dresses project*, a Walmart grant and foundation grant. The CCR program also has partnered with the Cumberland County Detention Center for testing.
- Small Business Center participated in local community service projects such as the Holly Day Fair and Child Advocacy Center's *Stewards of Children Facilitator Training*.
- HRD Coordinator provided community service for Cumberland County Schools by proctoring student testing.

Curriculum

- Participated in FTCC's Fall Festival, Open Houses, High School Connections, Spring Fling, Fall Convocation, *Up and Coming* articles, Future Business Leaders of America (FBLA) Conference, Veterans Ceremonies, Phi Theta Kappa, Phi Beta Lambda, annual graduation ceremony, Community Concerts, Lafayette Rotary Club, Arts Council of Fayetteville, Institute for Community Leadership, Relay for Life, CEED, WIDU Empowerment Breakfast, Refresh Leadership

Simulcast, Cape Fear Kiwanis Club, advisory committees, Guest Chef at Ribeye's Restaurant, DAR, Skills USA, and Success Closet.

- Culinary Arts department chair served as the state president of the American Culinary Federation-NC chapter.
- Culinary Arts events: Cape Fear Regional Theatre (CFRT) Downrange: *Voices from the Homefront*, Republican Women's Club, March to Work, NC State Fair, ASYMCA Mother & Daughter Tea, FTCC Food Summit, and the Art Gallery reception
- Culinary Arts worked with the USA Junior Olympic competition team preparing for the World Culinary Olympics.
- Health program department chairs and faculty participated and encouraged student health program organizations to participate in community outreach programs such as:
 - Helping those in need:
 - FTCC ADN Association of Nursing Students (ANS) worked with the community to raise funds for multiple community outreach projects. With the money raised by the students, ANS was able to assist with many community-based organizations in the delivery of resources to those in need.
 - This included the following:
 - Providing holiday food relief to Hospice patients in Cumberland and Robeson County.
 - Providing Care packages for personal hygiene to all VA nursing home residents
- Providing supplies to Fayetteville *Operation In-As-Much* (FAOIM) to assist the Center in providing a hot breakfast to the homeless population of Cumberland County. Resources were also provided to maintain training programs at FOIAM for the homeless population to gain skills to assist them in employability skills and talents.
- The Criminal Justice Mock Courtroom used by Circuit Court for trial.
- Several EDU faculty served on School Improvement Planning (SIT) Committees in Cumberland County Schools
- A program area dean served on Southview High School Fire Academy Advisory Board.
- CTD Faculty participated in open houses, career fairs, Fall Festival, Spring Fling, Open Houses, High School Connections Orientation, Career & Trades Fair, SkillsUSA Regional Rally, the FFA Regional Rally.

Facilities

- FASVS staff members participated in community services and a variety of college functions throughout the year.

Foundation

- Recruited faculty and staff team leaders and members to spearhead the Campus Fund Drive. Provided a complimentary breakfast at the campaign kick-off.
- Invited and hosted campus and community guests to a reception to meet the new Athletic Director at the Crown Center.
- Engaged faculty and staff volunteers for the Foundation Chair's Gala, Silent Auction, and Golf Tournament Fundraisers.
- Foundation Executive Director served on the following committees and boards: Partnership for Children Board and Soiree planning member, UNC Pembroke Board of Trustees. She also participated in numerous events, including Chamber of Commerce After Hours, Military Affairs Council, WIDU Business and Professional Empowerment Breakfast, Military Boy Scouts of America Distinguished Citizen Dinner, First Citizens President's Dinner, Connect NC Bond public meetings, Faces in the Community event, FTCC Health Fair planning, the American Red Cross Wine Tasting fund raiser, and the American Heart Association Go Red for Women Fashion Show emcee

Human Resources/Institutional Effectiveness

- The Human Resources Office coordinated, advertised, and encouraged attendance at two Meet-and-Greet College-wide social functions. The Human Resources/Institutional Effectiveness staff attended and participated in numerous College activities.

Marketing/Public Relations

- Marketing and Public Relations maintains membership with the Fayetteville Kiwanis Club, Fayetteville PIO Alliance, Greater

	<p>Fayetteville United, Inc., and the Friends in Tourism.</p> <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Focused on customer service with an 87% satisfaction rating by faculty and staff and a 93% rating from students. <p style="text-align: center;"><u>Student Learning Center/Library</u></p> <ul style="list-style-type: none"> • The Library and Student Learning Center Director is the FTCC United Way Coordinator encouraging faculty, staff and administrators to participate in the annual United Way campaign. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Staff selected as the secretary for the Greater Spring Lake Chamber of Commerce. • Staff is a member of Links, Inc. and Alpha Kappa Alpha Sorority, Inc. and the liaison stakeholder between faculty and the Senior Vice-President of Academic and Student Services. • Hosted the All-American Marathon water point.
<p>1.15 Encourage faculty and staff to complete higher levels of relevant education and/or degree completion (1, 2)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Faculty and staff continue to participate in the College's one free tuition course benefit each semester. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Several Health faculty are completing masters and doctorate degrees. • Chair of Fire Program received his Master Degree in March 2016. • CTD program had two faculty members begin pursuit of their doctorate degrees, and one SGD faculty pursuing a master's degree. • Currently have three science faculty members pursuing their doctorate degree. • The Dean of Arts and Humanities completed his Ed.D. Degree in Community College Executive Leadership. Dissertation topic was:

Credit for Prior Learning: The Efficacy of Awarding Credit for Non-College Learning on Community College Completion.

Facilities

- FASVS have several employees continuing their education.

Human Resources/Institutional Effectiveness

- The Human Resources Office assisted employees in their pursuit of higher levels of education by coordinating and hosting masters and doctoral degree producing universities at FTCC orientations. The staff also coordinated tuition reimbursements for numerous faculty and staff who are seeking to obtain higher degrees by taking credit classes at FTCC.

Learning Technologies

- Media Services department produced a variety of video promoting faculty-staff public relations, community service, and promoting college activities by delivering information on the campus-wide digital signage, and in-house produced programming for the *Fayetteville Cumberland Educational Television Channel* (FCE-TV).

Public Safety and Security

- Officers completed FEMA/NIMS courses relating to public safety and higher education.

Student Learning Center/Library

- The Director of Library and Student Learning Center began his Ed.D in Higher Education Administration.

Student Services

- Encouraged faculty-staff to participate in ACA using their tuition-free

	<p>course eligibility, as well as pursuing their higher education.</p>
<p>1.16 Encourage Return to Industry Training. (1, 2)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Industry Training instructors routinely participated in company sponsored training and presentations to keep training provided by the College current and relevant with industry needs. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • The majority of the full-time health faculty participated in return to industry training opportunities during their faculty breaks to maintain and update their work-related skills. Many participated in secondary employment to further maintain their currency and identify best practices from other institutions. Health profession licensure requires continuing education for license renewal. • The welding department instructors completed <i>Torchmate</i> training. • Computer-Integrated Machining instructors completed <i>OGP</i> training • Collision Repair instructors completed <i>PPG, Car-o-liner, I-CAR</i>, etc. training. • Automotive Service Technology instructors completed <i>Ford Maintenance and Light Repair (MLR)</i> training
<p>1.17 One Hundred percent of new instructors will successfully complete the Excellence in Teaching course prior to teaching their first class. (1, 5, 6)</p>	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • All current and recent hire Business Programs faculty have completed Excellence in Teaching (EIT) requirements. • All new health program faculty completed EIT prior to receipt of contracts. • Newly hired instructors in Public Service complete EIT prior to teaching. • All curriculum full- and part-time new hires hired have/are enrolled or have completed EIT prior to employment. • Current and New faculty in Arts and Humanities have been completed and/or registered in current EIT courses. • 100% of Engineering & Applied Technology instructors (full and part time) have successfully completed the EIT course.

	<p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> FASVS has one employee who teaches and completed both Excellence in Teaching (EIT) and Co-op Work Experience (COE)-Level 1. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> Technology Innovations and Applications Director provided technical support for the Excellence in Teaching course. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> Key staff in Student Services (AVP, Registrar, Dean of Enrollment Management, Director of Admissions, JOBS Center Counselor) have completed the Excellence in Teaching course.
<p>1.18 More clearly define and articulate expectations for the role of instructional leaders. (1, 5, 6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education (CCE)</u></p> <ul style="list-style-type: none"> Career & Community Enrichment department held quarterly new instructor orientation meetings to effectively train instructors, while also completing annual performance appraisals for feedback. Offered the same training to Summerscapes instructors in May 2016, while also providing specialty training related to use of the culinary classroom in CEC 146. In the Emergency and Protective Services department, chairpersons in EMS, C.N.A., RMA, and Phlebotomy worked with coordinators and the director to engage new programs and monthly meetings for instructors increasing sharing of information and new initiatives. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> Dean of Health meets monthly one-on-one with department chairs to discuss roles and program issues, and to review program chair/faculty annual goals. Additionally, other Curriculum deans meet monthly with their department chairs for the same purposes. <p style="text-align: center;"><u>Learning Technologies</u></p>

	<ul style="list-style-type: none"> • Technology Innovations and Applications Director worked with the Excellence in Teaching liaisons to clearly define and articulate expectations for instruction through the Online Standards and Exemplary courses template.
<p>1.19 Create an effective Instructional Leaders course (1, 5, 6)</p>	<p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Technology Innovations and Applications Director worked with Senior Vice President for Academic and Student Services to periodically update the Excellence in Teaching course.
<p>1.20 Standardize Blackboard shells to ensure more active learning for students. (1, 5, 6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Continued to create online course for Emergency and Protective Services Department to remain competitive with other community colleges. Incorporated blackboard platform into each course for better communication sharing, increased use of technology, using technology to ensure course coverage during adverse weather conditions, and gradebook/attendance postings. All of these actions increase active learning and communication flow with students. Developed a new Hybrid RMA, Hybrid Phlebotomy course, and 13 new continuing education EMS courses to meet student needs. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Health division courses continue to maintain compliance with this strategic plan goal. Mammography chair has assisted in development of multiple “master” courses. • Review of Blackboard classes completed for ADA compliance in SP16. • Review procedures developed for Blackboard courses to provide oversight from Instructor level through Dean level to ensure ADA compliance and content. • Math and Science departments are currently reviewing and using a standardized Blackboard math shell in all online classes. • Within Arts and Humanities, the dean and program coordinators have been reviewing Blackboard courses for compliance and have

	<p>developed a process for ongoing compliance.</p> <ul style="list-style-type: none"> Identified representative from Engineering and Applied Technology to serve on EIT committee and assist with standardization of course materials. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> Technology Innovations and Applications updated the standard Blackboard template for use in all online courses for Fall of 2015 and updated the Course Review Sheet for supervisors to use while assessing compliance. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> All ACA online and hybrid courses are standardized and provide interactive learning opportunities for enrolled students.
<p>1.21 Increase Workbased Learning (Co-op) and intern work opportunities for students (1, 2, 3, 6)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> Students are required to complete internships while attending Continuing Education EMS courses to meet requirements for Phlebotomy, EMT-Basic, Paramedic, CNA I and II, Registered Medical Assistant, and fire fighter courses. Internships include partnerships with local hospitals, EMS, and clinics within the area. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> Students in AC, Heating & Refrigeration, Automotive Systems, Building Construction, Electronics Engineering, Horticulture, and Welding participated in workbased learning. Collision Repair students participated in internships and paid work experiences. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> FASVS hosted a Co-op student working in the facilities and plant operations office.

	<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • Foundation Executive Director met with the Work Based Learning (WBL) director to discuss student internships with donors. Developed meeting with the donor and coordinator for Civil Engineering that resulted in an increased scholarship donation and enhanced business and student learning opportunities. Also hosted a reception at Ft. Bragg to engage computer information specialists with the FTCC MIS program and director. Connected SAS internship opportunities with the computer programming director. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Hosted at least two students during each semester in the Workbased Learning environment program. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • CTD – increased the number of WBL and intern opportunities internally as well as with outside sources. (Systel, City of Fayetteville and Booz, Allen, Hamilton). • Admissions have been instrumental in providing opportunities for WBL students.
<p>1.23 Provide a safe and secure learning environment (6)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Requested and received a 4.73% increase to County Budget to support the strategic goal of providing a safe and secure learning environment for our employees and students. This additional funding also assisted in increased funding for college security operations. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Faculty and staff follow proper procedures to maintain a safe and secure learning environment. Off-campus classes are provided additional security for the continued safety of faculty and students. • Faculty completed Motorcycle Safety Foundation Training to maintain currency of training allowing them to continue teaching the Basic

Rider course, incorporating required updates, and fulfilling the MSF requirement of teaching the new online portion of the course.

- Coordinated training for employees through the Disability Support Services office to increase awareness of reasonable accommodation requirements.
- An American Osteopathic Association (AOA) Planning Committee was developed for Corporate and Continuing Education.
- Instructors updated course materials to ensure ADA compliance. Purchased updated equipment for the Motorcycle, Small Gas Engine, Culinary, Art, and Metalsmithing classes to encourage learning in a clean and safe environment.
- Processed work orders within 24 hours of request to ensure repairs were completed in a timely manner sustaining a safe work environment.
- Communicated regularly with campus security through quarterly classroom list-assignments to ensure classrooms were secure.
- Human Resources Development Coordinator reviewed safety procedures quarterly with all staff and faculty.

Curriculum

- Faculty attended the Educators and Teachers Safety Program.
- Health faculty attended professional development sessions regarding safety awareness and response to emergency situations. All health faculty are Cardiopulmonary resuscitation (CPR) and Automated External Defibrillator (AED) certified.
- Simulation labs and programmatic remediation labs (TimeKeeper) provided for all health programs to enhance student learning in a safe, non-threatening environment.
- Established procedures for enrollment into programs requiring possession of firearms (Gunsmithing) in accordance with section 1D SBCCC 400.2 of the State Board Code.
- Secured gun safes for the Gunsmithing program in a separate room and established protocols for signing weapons in and out of the safes.

Facilities

- FASVS has provided the following to support a safe learning environment for employees and students:
 - Upgraded lighting
 - Added security cameras with assistance from Security
 - Removed/trimmed plant material.

Public Safety and Security

- Conducted checks of buildings and parking lots and increased camera coverage of College. Cameras are monitored 24/7 increasing security and safety. Weekly and monthly testing of the Mass Emergency Notification System is conducted to assure the equipment remains in proper functioning order in case of real-world emergency operations event. Conducted tabletop exercises with local law enforcement and public safety agencies to train for any potential emergency situations.

**Fayetteville Technical Community College
2015-2016 End of Year Report**

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.

2.1 Explore the development of an Excellence in Service (EIS) course. (1-5)

Corporate and Continuing Education

- Faculty and staff are required to provide ongoing high quality customer service within department.
- Registration and Records developed a Customer Opinion box to enable current and potential students to share their thoughts, ideas, questions, and concerns to allow for ongoing improvements in customer service.

Marketing/PR

- Department meetings held focusing on internal and external opportunities to provide higher quality of customer service.

Human Resources and Institutional Effectiveness

- Advertised and coordinated multiple professional development sessions throughout the academic year with topics related to customer service. Attendance records are maintained in the Human Resources Office.

2.2 Ensure that faculty and staff understand their individual responsibility to provide high quality customer service. (1-5)

Business/Finance

- Provided customer service professional development training sessions for staff.

Curriculum

- Customer service responsibilities and expectations are regularly

discussed at HTC faculty meetings and throughout the academic year.

- Public Service advising system implemented in SP16 to ensure students receive a minimum of three contacts per semester by assigned advisor to assist in retention and customer support.
- CTD – all faculty are engaged in aggressive advising efforts documented in our annual WeaveOnline assessment plans.
- Discussed customer service value and the associated return on investment at divisional meetings attended by department chairs, secretaries, and faculty.
- Admissions staff are required to attend and complete customer service training. Additionally, all DDI interview questionnaires, for both part time and full time, include at least one customer service question.
- Student services leaders meet regularly with staff/faculty to provide weekly assignments ensuring staff understand college expectations of providing excellent customer service. Encouraged faculty and staff to attend customer service professional development classes coordinated by the Human Resources Office.
- Corporate and Continuing Education added a link on the website called “Have a Course Idea” and the link allows students to request courses in their desired topic area to expand course offerings.
- Corporate and Continuing Education added an electronic course evaluation link to the website, enabling students who have completed a course to provide their ideas for course enhancements through an electronic and 100% confidential evaluation procedure.
- The HRD Coordinator provided monthly professional development opportunities for instructors focusing on customer service.

Facilities

- FASVS has provided periodic training to employees and attended Professional Development classes hosted by the Human Resources Office.

Foundation

- Developed a Standard Operating Procedures handbook for

	<p>Foundation staff which includes attention to customer service and support.</p> <p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • The Human Resources Office offered customer service focused professional development opportunities in both face-to-face and online formats to meet the needs of faculty and staff. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Technology Innovations and Applications Director worked with the Excellence in Teaching liaisons to reinforce individual responsibility to provide high quality customer service through Online Standards and recommendations received from students. <p style="text-align: center;"><u>Print Shop</u></p> <ul style="list-style-type: none"> • Quality customer service is emphasized and accomplished in our daily activities. <p style="text-align: center;"><u>Student Learning Center/Library</u></p> <ul style="list-style-type: none"> • Student Learning Center instructors and staff greet each student as they enter the Center to fully assess their needs and to direct them to the resources that will help them the best limiting the potential for unnecessary referrals.
<p>2.3 Provide well maintained and safe campuses demonstrating our pride in FTCC. (4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Requested and received a 4.73% increase to County Budget to support the strategic goal of providing a well maintained and safe learning environment for our employees and students. This budget supports our maintenance, grounds, and security for the campus to include salaries, supplies and materials needed to sustain well maintained campuses for which we can be proud to work and help our students.

Corporate and Continuing Education

- On campus and off-campus classes are provided with additional security for safety of faculty and students.
- Submitted annual building evaluations to address classroom safety needs in a timely manner.
- Emergency and Protective Services completed the renovations of the SLC classrooms to ensure appropriate equipment was available for necessary classes and professional training.
- Career and Community Enrichment completed renovations of the CEC 146 classroom to provide a clean and professional workspace for culinary students.
- Purchased updated equipment for various departments to encourage learning in a positive environment with industry-standard equipment.
- Processed work orders within 24 hours of receipt in order to have repairs completed in a timely manner assuring a safe learning environment, (i.e. Smartboards, computers, printers, scanners, projectors, Elmos, and healthcare course equipment).
- Received positive evaluations from students/faculty on classrooms and turn-around time for repairs.
- Daily building surveys are conducted to ensure that maintenance and security issues are resolved in a timely manner. Internal controls were reviewed and modified to sustain a safe and secure learning environment.

Facilities

- The following actions were taken to sustain a safe/secure learning environment for students, faculty, and staff:
 - Pruning trees for better lighting.
 - Pruning trees for camera clearance.
 - Recycling practices eliminating 147 tons of waste from going to the landfill.
 - Eliminating debris.
 - Working as a team in collaboration with Security.
 - Preventive maintenance of vehicles allowing for safe operation of 125,000 miles to fleet vehicles.

	<p style="text-align: center;"><u>Print Shop</u></p> <ul style="list-style-type: none"> • Ensured compliance with ADA regulations and submitted required maintenance work orders, when needed to sustain a safe working environment. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Conducted at two monthly professional development sessions related to the Emergency Operations Response Plan (EORP) and Active Shooter scenario operations in support of faculty and staff.
<p>2.4 Resolve customer needs with minimal referrals to others. (3)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Relocated cashier office in the Tony Rand Student Center for the convenience of the students when making payments. Also added Saturday cashier dates and times during periods of registration. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Career and Community Enrichment held periodic staff meetings and quarterly training sessions to cross train staff on best practices to quickly assist customers with less than one transfer or referral. • Corporate and Continuing Education encouraged faculty and staff to assist potential students (customers) with minimal referrals to enhance the customer experience. • Corporate Training met with students to resolve concerns/suggestions for class improvements. • Industry Training staff makes it an ongoing practice to provide information, advice, and directions to customers in a positive customer-focused method. Customer service is given high priority because such service is reflective of our professionalism and represents an image of the college. • College and Career Readiness revised their advising process to better meet the needs of incoming and continuing students. To fully prepare Staff, Faculty, Parents and Students for the operational move to the FTCC Education Center, staff provided five information sessions in

addition to requesting FAST attend and counsel students on bus routes available to transport students to the new site.

Curriculum

- Health division counseling area maintained year-round and students referred in-house with minimal referrals.
- Students and instructors are encouraged to follow the supervisory chain-of-command when dealing with challenges (listed in all program handbooks), and make every effort possible to resolve issues at the lowest level enhancing the positive image of the College. Faculty assisted students quickly and took necessary steps to prevent sending students to multiple locations. HTC faculty, in addition to upholding posted office hours, maintained an hourly HTC schedule for on-site advising and registration assistance.
- Financial Aid representatives attended Cosmetology orientation for new students during each semester to provide on-site FA support.

Facilities

- FASVS has continuously assisted students/staff/visitors to help customers get to the correct department or area and often escorted them to the location to provide personal assistance and support.

Foundation

- The Foundation office routed phone calls to correct locations and directed students to the appropriate business area, including following-up with students, if needed.

Human Resources/Institutional Effectiveness

- Made every attempt possible to resolve customer needs with minimal referrals to others. Ensured that when a referral was made, it was to the correct person and that person was available and ready to assist the customer prior to the referral.

	<p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • All MIS division staff work together in a cohesive manner and strive every day to meet or exceed customer needs, in a timely manner. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Resolved issues at the lowest and quickest level possible. <p style="text-align: center;"><u>Student Learning Center/Library</u></p> <ul style="list-style-type: none"> • Library staff assists students by contacting campus entities directly to identify the correct person to assist in the person's individual situation before sending the student across campus. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Admissions staff have been cross trained to assist with financial aid inquiries to prevent wait times and referring students to another area.
<p>2.5 Answer the phone within 3 rings. (1-5)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Enforced and reminded student to meet or exceed this goal. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Customers received immediate assistance via the staff answering calls when present and returning voice mails within a 24-hour period. • Timely information is always the goal, and Industry Training personnel always attempted to answer the phone within 3 rings. • The Assessment Center in the College and Career Readiness program forwards phones and cross-trains faculty and staff on the customer image associated with answering the phones and student requests in a timely manner. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Faculty and staff are reminded at all division meetings attended by

department chairs, secretaries, and faculty of this strategic objective.

- While faculty are in their offices, they make themselves available to students and callers, regardless of whether or not such customer support is requested during an office hour or divisional hour period.

Facilities

- FASVS has achieved this goal by using the “pick-up” on our phone lines or transferring them to another office.

Foundation

- The Foundation office uses the 3-ring standard procedure to provide timely customer support.

Human Resources/Institutional Effectiveness

- Human Resources/Institutional Effectiveness staff quickly answer any phone that is ringing within the office suite within the first three rings. This ensures that phones are answered regardless if a staff member in the office suite, is with another customer, or on another line or in a meeting outside the office.

Learning Technologies

- Technology Innovations and Applications Director advised everyone in the department to regularly meet the standard.
- Media Services updated the web based Media Request form with key information necessary for any event requiring media support. This form has reduced the number of telephone calls necessary to obtain required support. Audio Visual and Production staff respond immediately to phone calls, e-mail, and media request forms for technical, photographic or event support demonstrating quick customer response rates.
- The MIS Help Desk is revamping its operations to ensure all calls are answered in a timely manner. During heavy call periods, the MIS Support Team assigns additional technicians to help field calls.

	<p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> Public Safety office maintains the College standard of no more than 3 telephone rings to provide safety and security for employees and students. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> Student Services staff members are required to log into the phone queue and take incoming calls as quickly as possible to provide quick customer service and support.
<p>2.6 Educate all employees on functions and activities of College departments to minimize referrals. (2)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> Staff works closely with other departments around the college to share information, especially concerning student payments and debts. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> Corporate and Continuing Education employees attended professional development training sessions and staff meetings to stay current on college functions and activities occurring across the College. Supervisors encouraged cross training and communication within all CCE areas, in order to limit the number of referrals. The HRD Coordinator developed a Continuing Education Resource Guide summarizing programs to increase informed referrals to the correct offices. The HRD Coordinator provided HRD instructors with updated information about other program areas so that they would have necessary knowledge to pass it on to their students (for example, students who have not completed high school are referred to the HSE and AHS programs). <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> Admissions staff met with the Business Programs to introduce departmental contacts.

- Faculty completed ACA 120 and ACA 122 to gain an understanding of material provided to their students enrolled in the courses.
- HTC full faculty are meeting twice a year to meet with representatives from other service areas to gain knowledge of those departments in preparation to assist students and visitors to the College.
- A financial aid representative was invited to discuss the default management program with the faculty and staff.
- Deans have worked with program coordinators and department chairs to improve internal processes to minimize referrals.
- Within Arts and Humanities, weekly meetings were conducted with program coordinators to discuss the importance of customer service and addressing customer needs.

Facilities

- Coordinated with the Human Resources Office to provide professional development classes on the following topics:
 - F-11 Fill-In Form requirements
 - Work Orders processes and procedures
 - Room Reservations processes
 - Vehicles Reservations processes
 - Bus Driver training opportunities
 - Inter-Department training to facilitate assisting students and other College visitors.

Foundation

- Provided Foundation updates to faculty, staff, and administrators using e-mails, personal meetings, invitations, events, memos and promotional videos.

Human Resources/Institutional Effectiveness

- All new hires are provided an overview of departmental functions, across the College, to assist in understanding the varied activities and responsibilities.

	<p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Participated in new hire orientations. • Provide liaison services between contract security companies. • All officers pride themselves in providing correct direction/assistance to students, staff and faculty, when requested. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • The MIS Help Desk received Colleague Student Planning training prior to the roll out of Colleague Self-Service in May 2016. • MIS managers are involved in developing SOP's (Standard Operating Procedures) for their respective areas in an effort to serve the campus community more effectively and share with faculty, staff and administrators the office that can provide services needed by other divisions. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Admissions staff has been cross trained. Deans and Division Chairs provided training sessions with all counselors, including updates to programs of instruction requirements allowing counselors to better support students.
<p>2.7 Incorporate advanced technology that can help to eliminate or reduce on-campus visits and lines. (1, 4, 5)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • With on-line payment system and cashiers available in the Student Center, the College no longer has lines during periods of registration payment. The college collected \$2,290,745 online or 4,625 payments. This represents 16% of the 28,890 students. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Corporate & Continuing Education's instant enrollment (online registration) process was made available for more classes and registered 2,500 students. • Updated the College and Career Readiness website and student handbook to increase information to students, staff and faculty.

Curriculum

- Health admissions process has been made available online; continued improvement and corrective actions has been implemented throughout the process to speed up the enrollment of students.

Foundation

- Incorporated new alumni association photo ID card process with Campus Security office to eliminate redundant alumni campus visits.

Human Resources/Institutional Effectiveness

- Maintained the PeopleAdmin applicant tracking system which eliminates the need for on campus visits to apply for jobs and eliminated duplication of paper copy files for applicants applying for multiple jobs and/or office files. Now, moving forward to the next stage of electronic systems management by implementing electronic onboarding for new hires to complete most fill-in forms prior to their onboarding orientation session which will allow new hires to get to their departments and begin working much quicker.

Learning Technologies

- Working in collaboration with Student Services and the Business Office, MIS deployed the Self-service application for the College. Self-service is considered a more user-friendly application for both students and employees replacing the legacy WebAdvisor application.
- The MIS applications development team has developed the Student Management Utility and Review Form (SMURF). This process provides a much improved student customer service activity by quickly resolving academic issues while on the phone with the call center. Also, the applications development team created processes and programming to deactivate accounts without interrupting the registration process due to required system maintenance.
- Technology Innovations and Applications offered training in web-conferencing software including updates to Blackboard Collaborate.

	<p style="text-align: center;"><u>Marketing/PR</u></p> <ul style="list-style-type: none"> • Created and launched the College’s new website in November 2015. Expanded digital marketing and provided enhancements to the College’s social media sites (Facebook, Twitter, LinkedIn, Blog, Instagram, Google+, YouTube). <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Campus Explorer emails along with Admissions counselor’s emails to increase student assistance and lessen time spent on the telephone. The JOBS Center uses the College Central Network online job portal to match students and employers having vacancies they wish to fill. • Student Service areas, including the All American Veterans Center, Financial Aid, Enrollment Management, Military Outreach, and the Student Activities office maintain FACEBOOK pages for their respective areas to increase information sharing with students, faculty, and staff.
<p>2.8 Triage lines to move customers to appropriate College locations quickly. (3, 4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Bookstore Supervisors triage lines during registration to answer questions and keep the lines moving faster for the students. The maximum wait time is no longer than 45 minutes. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • The Corporate and Continuing Education’s registration office opened two lines to increase registration and reduce time for students, as the need arose. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Health division and Student Services began using referral cards to facilitate student needs when sending them elsewhere for assistance/processing. The information on the card allowed the

	<p>receiving staff person to fully understand the assistance needed and the reason for the referral, decreasing time for the student having to explain multiple times the services they desired. IM communication has been extensively to expedite information gathering and sharing.</p> <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Coordinated with Plant Operations with expansion requirements needed for additional College locations, including Mae Rudd, Pauline Jones, Collision Repair, and Fayetteville PolyTech High School. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • A checklist was created for use by the front desk staff to assist students with next steps. This checklist assists with proper triage by staff (2-3 staff members at all times with 1 person checking the commons area every hour to reduce wait times for students). • During peak times, all registration functions are supplemented in the JOBS Center, with the exception of Financial Aid.
<p>2.9 Ensure signage is visible, adequate, and accurately directing visitors to correct locations. (3, 4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Regularly pdate signage when individuals or offices change locations. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Upgraded signage in College and Career Readiness area due to relocation of some classes to the FTCC Education Center (formerly Pauline Jones). <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • FASVS continuously follows the guidelines of ADA by: <ul style="list-style-type: none"> ○ Updating signage due to moves/relocation of staff/faculty. ○ Upgrading the outside directory.

	<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • Foundation signage for events and meetings follow guidelines and standard practices and procedures. <p style="text-align: center;"><u>Print Shop</u></p> <ul style="list-style-type: none"> • A front desk technician provides campus maps with clear instructions to all visitors requesting assistance.
<p>2.10 Require all hiring managers to include one or more interview questions focused on customer service. (1-5)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Included at least one customer service question in all interviews. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • All interviews for full and part time positions include at least one question focusing on customer service. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Interview questions contain customer service focus questions. • A minimum of one question and in some cases multiple questions associated with customer service are included in DDI interviewing packets. This strategic objective is fully implemented across the Curriculum area. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • Hiring managers include customer service questions during interviews focusing on the potential to provide quality customer service. <p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • The Foundation Executive Director chaired two DDI panels for a grant writer and three panels for a senior secretary ensuring customer service questions were included.

	<p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • The FTCC Interview Guide has a built-in Customer Focus target which must be used for all interviews to ensure all DDI interviews across the College include assessment of motivational fit and customer support. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Applications development, systems, help desk, and networking have met this standard by focusing goals on sustaining a customer service oriented department. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Incorporated customer service questions in the DDI interview process. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • All interview packets include at least one customer focus question.
<p>2.11 Create and implement incentive program to recognize employees that excel in providing customer service. (1-5)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Instructors that consistently received outstanding course evaluations were recognized for a job well done in monthly staff meetings. Instructors with the highest retention rates were also recognized for their student engagement activities and high retention rates. • Incorporated incentives to help increase morale in the College and Career Readiness HSE Program by choosing a staff member of the month. Selectees are chosen based on positive customer service surveys completed by students, faculty and staff. • AHS, Adult Basic Education (ABE), ESL, and General Educational Development (GED) coordinators continue to provide incentives for staff and faculty who have exhibited outstanding customer service. Numerous staff and faculty completed the customer service workshop offered through the Human Resources Office professional development sessions.

	<p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • Excellent customer service is recognized through a peer nomination process and selection of award winners for the Excellence in Teaching and President’s Distinguished Staff Awards. Winners receive \$500, a plaque, and reserved parking space for one year. • Professional development classes focused on topics of customer service are provided throughout the year. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Implemented an Officer of the Quarter award recognizing customer service.
<p>2.12 Conduct annual surveys of faculty, staff, and students to provide data related to the College climate and customer service/support. (4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Property Control surveyed staff and faculty to ensure they are meeting the needs of the campus. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Professional development courses were created and delivered to inform employees on quality customer services standards and expectations. • The College and Career Readiness Assessment Center uses survey data to assess and evaluate the customer service level provided by the center. Data collected supports excellent customer service is being provided. • Placed a suggestion box for students in lobby of CEC and an electronic suggestion process for online students to suggest improvements and possible new classes needed to enhance the customers experience.

Curriculum

- Customer service survey cards are used in the Health Technologies Center to assess student and visitor feedback regarding their perception of services provided. Information collected is shared with faculty and staff for ongoing improvements.
- Instructor/Course evaluations are distributed, tabulated and analyzed at the end of each semester and results are discussed with appropriate parties.
- Informal conversations occur with students at the Main and Spring Lake Campus to assess student perceptions of support provided by faculty, staff and administrators.
- Conducted electronic and paper evaluations on courses, instructors, and staff members, and responded to specific needs within a 24-hour period. Conducted annual surveys to all Small Business Center clients and attendees and analyzed results for ongoing improvement processes.

Human Resources/Institutional Effectiveness

- The Institutional Effectiveness Department administered the Faculty/Staff/Student Survey, tabulated the results, and delivered customer service outcomes to FTCC senior administration for review.
- We also administered the Current Student Survey, tabulated the results and delivered the outcomes to FTCC senior administration for review.
- Institutional Effectiveness conducted its own assessment in June 2016. The results were delivered to the appropriate supervisors in each department.

Print Shop

- Print Shop annually surveys customers and use the results to continually improve. Surveys indicate high quality customer service and support is being provided by the staff. The Print Shop completed 9112 jobs for the fiscal year in a timely manner.

2.13 Create and deliver professional development classes to educate employees on quality customer services standards and expectations. (1-5)

Corporate and Continuing Education

- Provided instructor workshops and preceptor courses to provide information to faculty on delivering quality instruction and increase standard operating procedures for all students.
- HRD instructors are provided with monthly Professional Development Training opportunities focusing on customer service, classroom instruction/management, and student retention and recruitment methods.
- College and Career Readiness offered an ADA workshop for faculty and staff to increase awareness of ADA compliance guidelines.
- Corporate and Continuing Education have created an ADA Sub-committee to enhance the overall student learning experience.

Curriculum

- Behavioral Styles and the Platinum Rule as well as the Service Breakdown and Recovery Professional Development (PD) sessions were provided to Student Services staff.
- ADA Compliance Training was offered and attended by Student Services staff.
- Health dean, dean's secretary, and Center secretaries attended professional development sessions related to e-Procurement system and digital entry of supply requests. Health division faculty attended professional development sessions associated with ADA compliance within courses and classrooms.

Human Resources/Institutional Effectiveness

- The Human Resources Office offered customer service focused professional development opportunities both face-to-face and online.
- The Human Resources Office ensured professional development sessions were offered that benefit the instructors, staff and administration throughout the year and maintained records of attendance at each session.
- Professional development opportunities are assessable via face to face or on-line to meet the changing training needs of the faculty, staff, and administration.

	<ul style="list-style-type: none"> • Reminder notices of upcoming professional development sessions are regularly released to ensure potential attendees do not miss an opportunity for training. • Post training surveys are conducted and analyzed to measure the quality and effectiveness of the training provided. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • All officers attend daily/weekly professional development to increase their skills and technical capabilities. Conduct at least one professional development per month on public safety issues for the College. • Coordinated with law enforcement agencies for emergency response exercises and training for students, faculty, staff and administration. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services staff attended ACA and Customer Service training sessions throughout the year. • Disability Support Services provided professional development to employees regarding ADA compliance guidelines, standards and expectations. • Financial Aid provided professional development opportunities to employees regarding default management.
<p>2.14 Continue to refine two FTCC website portals. One website will be focused to students, ensuring it remains user-friendly and focused to student needs while the other website will be focused to internal faculty/staff use and required mandatory reporting elements under the Higher Education Act and other local, State, and Federal legislation requirements. (1, 3)</p>	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • The Health division ensured accuracy of information across departments for health program areas. • Continuing to refine work processes to ensure ADA compliance. • All departmental webpages are up-to-date with correct points of contact and other relevant information. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • FASVS portal is current.

Human Resources/Institutional Effectiveness

- The Human Resources/Institutional Effectiveness office routinely updates and maintains all areas of the Human Resources and Institutional Effectiveness webpages of the FTCC website ensuring mandated public information requirements are posted and visible.
- The Human Resources Office verified multiple year tend records are posted as required by the Department of Education.

Learning Technologies

- FTCC Media Services provided assistance and technical support to the Webmaster, including video clips for posting on the server, photographic support, and the College's logo creation. The Technology Innovations and Applications Director served as a resource person for the new website's ADA Compliance considerations.

Marketing/PR

- The new website is vibrant, informative, intuitive, and is intended to sharpen our brand impact and boost the College's visibility world-wide.
- Staff successfully married art and code to ensure a robust and standards compliant product that will work with all modern operating systems and browsers.
- The new website is kept refreshed and up-to-date with new postings pushed out daily.
- Engaged O3 Strategies, Inc., to handle the project of web page redesign, host and maintain the website on their server, and process any future WordPress upgrades. Timelines are listed below:
 - Phase I: April –June 2015 (Strategy & Creative)
 - Developed Home Page
 - Developed 13 major landing pages
 - Developed 60 back pages
 - Phase II: July – October 2015 (Vetting & Testing)
 - Phase III: November 2015 (Launched new website)
 - Updates pushed daily
 - O3 Strategies handles daily maintenance and

	<p style="text-align: center;">upgrades</p> <ul style="list-style-type: none"> • Phase IV: July 2016 (Launch new Athletic website) • Major upgrades and enhancements made to the Credit for Military Training section on the Military & Veterans webpages: <ul style="list-style-type: none"> ○ Air Force/Army/Marine/Navy/Coast Guard ○ Special Operations ○ Veterans/Spouses
<p>2.15 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)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Ensured equal employment opportunities in the hiring process using the DDI targeted selection process. Ensured customer service questions were included in all DDE interviews and evaluated motivational fit of potential candidates. • All HRD interviews contain STAR criteria to validate DDI scores including scores associated with customer service orientation. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Health programs used DDI process with all hiring activities. • Public Service includes a minimum of one customer service targeted selection criterion for all prospective candidates. • Curriculum hiring processes are DDI and EEO compliant. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • FASVS continues use the DDI process and include customer focus as Priority # 1. Hiring managers use customer service questions in their interviews as part of their evaluation of motivational fit. <p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • The Foundation Executive Director ensured EEO compliance for all hiring panels conducted during the year using the DDI process.

Human Resources/Institutional Effectiveness

- Monitor DDI hiring packets to assure completeness and consistency promoting fairness and equity in hiring processes. The Equal Employment Opportunity statement is visible on all employment advertisements. The FTCC Interview Guide is revised as processes and procedures change to maintain currency.
- The Employment and Affirmative Action Manual is regularly updated as Federal, State or local laws, guidelines and rules are changed to assure continued EEO compliance.
- Title VII and Title IX grievances and outcomes are presented to the Board of Trustees annually in the month of June. There was a significant decrease in number of Title VII or Title IX complaints and grievances in 2015-16 as compared to 2014-15.

Learning Technologies

- The Director of Media Services has chaired several hiring committees, has hired three individuals on staff, and encourages Media Services staff to attend DDI refresher professional development training sessions provided by the Human Resources department.
- MIS managers have completed DDI training and ensures several customer service questions are asked to all prospective candidates to achieve the STAR rating system for motivational fit assessment as covered in DDI training.

Student Services

- All student service interview committees consist of staff fully trained in DDI process. All hiring committees are approved by the Vice President of Human Resources prior to the interview candidates being scheduled for an interview appointment. Human Resources assures the hiring panel representation meets EEO guidelines and laws.

2.16 Include quality customer service and support as a measured item on annual performance appraisals. (5)

Business/Finance

- This performance attribute is included and evaluated on annual performance appraisals throughout the Business and Finance division.

Corporate and Continuing Education

- All HRD staff and faculty have assessment of customer service included in their annual performance appraisal.

Curriculum

- All curriculum faculty and staff have the customer service attribute evaluated on performance appraisals.

Facilities

- FASVS includes this performance attribute assessment on 90 day and annual performance appraisals.

Foundation

- Foundation staff is evaluated on customer service annually.

Learning Technologies

- According to the 2015 Audio-Visual and Production Customer Satisfaction Surveys, 88% of customers were very satisfied or satisfied and no customers were dissatisfied. Each person in the department is evaluated on this performance attribute during their 90 day and annual performance appraisals.
- All MIS managers ensure customer service is included on annual performance appraisals.

	<p style="text-align: center;"><u>Print Shop</u></p> <ul style="list-style-type: none"> • This performance attribute is assessed and evaluated on staff appraisals. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Customer service is stressed every day and evaluated on annual performance appraisals. It is also incorporated in the hiring process and orientation of new employees to ensure continuous quality improvement. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • This is part of all student service employee appraisals.
<p>2.17 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)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Tested COOP Plan in the cashier and payroll areas and received favorable results. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • All HRD faculty and staff receive a review of emergency response protocols to ensure ongoing safety and emergency preparedness at the beginning of each semester. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Faculty and staff are required to attend emergency response professional development sessions offered by the Human Resources Office and the Public Safety and Security Office. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • FASVS assists Security and Public Safety officers as they conduct Professional Development classes related to emergency response. • Upgraded radios for easier communications between department

supervisors in support of emergency response notification.

- All rooms have Fire exit plans posted in case of an emergency.
- Lighting and occupancy sensors have been installed.
- Emergency response brochures/mini handbooks are placed in all offices and classrooms with information for use in emergency situations.
- Signage is upgraded as departments move to assist with emergency response activities and to provide information to College visitors.

Foundation

- The Foundation staff participation in Active Shooter professional development sessions.

Human Resources/Institutional Effectiveness

- Coordinated with Public Safety and Security to develop emergency response professional development sessions and offer them throughout the year. Advertised the professional development opportunities and sent reminder notices to faculty and staff each time an Emergency Response or Active Shooter training session was being offered to increase attendance.
- Updated the Human Resources/Institutional Effectiveness portion of the COOP plan and disseminated a copy to all HR and IE employees.
- The office staff is prepared to implement emergency response activities, if required to do so.

Learning Technologies

- The MIS division maintains continuity by providing both external and internal training to provide knowledge transfer between department employees. This also includes creating internal documentation for reference in case of emergency response requirements.

Print Shop

- All personnel review and discuss proper material handling techniques,

safety procedures, and emergency response planning during bi-monthly employee meetings.

Public Safety and Security

- All officers completed the FTO training program.
- All officers attend daily/weekly professional development actively preparing for emergency response situations.
- Conducted at least one professional development per month on public safety issues for College employees.
- Officers are trained on mass notification system processes.
- Officers maintain certification in CPR and First Aid.
- Public Safety Officers are trained on radio procedures for emergency response situations.

Student Services

- All student service staff have completed “active shooter” training.

**Fayetteville Technical Community College
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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	Accomplishments (July 1, 2015-June 30, 2016)
<p>3.1 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 the month of May. (1-6)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Budget decision packets were received timely from most areas. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Submitted all equipment requests by the requested deadline. Budget decision packages are submitted to meet the needs of instruction/classroom/students. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Curriculum submitted all equipment and expansion position requests by the prescribed deadlines. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • Budget Decision Packets were submitted to support the following projects: <ul style="list-style-type: none"> ○ CEC 146-kitchen renovation. ○ LAH 122-Chemistry Lab renovation. ○ CBI-Welding Lab renovation. ○ ATC UPS Replacement. ○ HOS 635 Modern Courtroom completion. ○ Auto Tech Brake Shop/Lab (formally Tilley's Body Shop)

upgrade.

- Collison U (formally Mae Rudd) upgrade.
- FTCC Education Center (formally Pauline Jones) upgrade.
- Replacement of carpet in Administration Building.
- Renovation for Gunsmithing department.
- CBI Renovation-CBI 108.
- CBI Parking Lot-resealing.
- ATC 137-Ford Motor upgrade.

Foundation

- Foundation Executive Director met with Business office personnel to review budget requests submitted by departments.

Human Resources/Institutional Effectiveness

- Decision packages were prepared based on projected needs within HR and IE offices for 2016/2017 FY. All decision packages were submitted before the prescribed due date.
- The HR office released reminders to other departments of the prescribed due dates to assist in timely submission of the packets to the Business and Finance office.

Learning Technologies

- The Director of Media Services prepares budget decision packages based on industry research, technical knowledge, and institutional goals. All budget decision packages were submitted in a timely manner.
- MIS and Media Services provides technical assistance and follow up support for quotes and equipment installation to ensure timely budget decision packages from across the College.
- MIS internal operations budget decision packages were submitted in a timely manner to the Business and Finance office.
- Technology Innovations and Applications Director submitted VLC budget decision packages in a timely manner for approval consideration.

	<p style="text-align: center;"><u>Marketing/PR</u></p> <ul style="list-style-type: none"> • Budget decision packages were submitted on time. <p style="text-align: center;"><u>Print Shop</u></p> <ul style="list-style-type: none"> • The Print Shop manager personally prepares and presents equipment and personnel decision packages, including specific justifications, to better serve the budgetary planning process.
<p>3.2 Ensure appropriate communication among affected areas. (1, 2, 4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Budget meetings were held throughout the year. Procurement and budget departments held joint meetings on two separate occasions. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Communicated with the Business and Finance Office, as needed, referencing budget and financial needs. • Corporate Training department held weekly meetings with Barber Program faculty and staff reinforcing inventory control processes and procedures for maintaining supplies. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • The Deans and Directors ensure periodic meetings with faculty and staff to ensure cross-division information is communicated in a timely manner. <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • Communication is key to a successful project and is heavily supported in every project plan. <p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • Ensured appropriate and frequent communication within the

	<p>department staff and with other College divisions. Held regular office meetings with staff to discuss workflows, processes, changes in operations and related matters to ensure the efficient operation of the division.</p> <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • A standardized email communication was developed and disseminated to the campus community in the event of an outage. Incorporated within this communication were requirements needed such as date and time of incident, systems affected, and how long the anticipated outage be in effect. This email system has expanded the communication and knowledge transfer across the departments in the limited situations of technological outages. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • The Public Safety office maintains an open line of communication College-wide to ensure quality service and support to students, faculty, administration and College visitors.
<p>3.3 Monitor monthly budget reports and submit a budget reconciliation mid-year. (2, 4, 5, 6)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Mid-year budget adjustments were received from all departments and budgets were appropriately adjusted in a timely manner. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Career and Community Enrichment department developed a marketing plan and managed the budget closely as changes were required in operations throughout the year. • Corporate and Industry Training monitored the Small Business Center budget to ensure allocation of funds were used according to State guidelines. • College and Career Readiness prepared a revised budget for the 2016-2017 year, after assessing and carefully analyzing the monthly budget reports and expenditures, and considered additions to faculty contract changes, to better allocate limited funding resources.

Facilities

- FASVS currently monitors internal and external spending, using spreadsheets of monthly reports and mid- year consolidation requirements.

Foundation

- The Foundation Executive Director reviewed and monitored monthly reports. She met with Business and Finance office personnel to review mid-year budget changes to sustain operations.

Human Resources/Institutional Effectiveness

- Monitored monthly budget reports and submitted budget reconciliation for mid-year prior to the due date.

Learning Technologies

- Technology Innovations and Applications Director monitored VLC monthly budget reports and made changes as required.

Marketing/PR

- Monitored monthly budget reported and submitted reconciliation for mid-year as requested.

Print Shop

- Monitored spending and accurately submitted a six-month budget recap and reconciliation in a timely manner.

Public Safety and Security

- Monitor budget spending patterns and provided a mid-year reconciliation of budget line items.

	<p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Staff attended a budget workshop and worked closely with the State, County, and Grants Funds Manager to ensure timely mid-year budget adjustments necessary to sustain operations for the remainder of the academic year.
<p>3.4 Consistently review the salary plan and hiring scale to keep salaries for staff and faculty comparable to market. (1-6)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • The salary plan was updated with a 1.5% increase effective July 2015. A \$750 bonus was awarded to full time employees and a \$450 bonus was awarded to part time employees. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Attended quarterly meetings throughout the State associated with Continuing Education fire, EMS, and law enforcement departments to compare hiring scales at other colleges. This information was used to stay comparable to the market demand. Realigned the instructor pay scales in EMS program areas this past year based upon this information. • Corporate and Continuing Education division reviewed salary plans for specific instructional areas, including use of market-demand data collected by the human resources and institutional effectiveness office. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Deans provide updates and justifications to the Senior Vice President of Academic and Student Services for recommended salary changes. This information is used to analyze budgets and make recommendations as deemed appropriate. <p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • Facilitated and participated in several Compensation Committee meetings and maintained minutes of discussions and

	<p>recommendations for salary changes. Prepared post-meeting recommendations to the President and modified salary scales when changes were approved by the President. Reviewed job descriptions and point-factoring worksheets as needed to ensure consistency and accuracy.</p> <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • The MIS Director is reviewing the salary scale of all MIS employees to verify that staff employees are paid comparably with other institutions. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Refactoring of key positions have occurred throughout Student Services, to include Spring Lake and Fort Bragg offices.
<p>3.5 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)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Met with leadership of the college to discuss funding needs throughout the year. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Regular and ongoing communication with the Corporate and Continuing Education senior accounts technician and other Business and Finance Office staff associated with future needs (i.e. instructors, supplies, equipment, and facilities upgrades). <p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • Coordinated and communicated at all levels to project future construction and renovation needs and adjustments needed in the budgets to achieve success in those in those projects. <p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • The Foundation staff met with the Deans, Director of Intercollegiate Athletics, and other College divisions, as necessary, to forecast future needs.

	<p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • Ensured proper communication was disseminated to the campus community, and the Core Team was reestablished. In addition, the Technology Team will be reinstated so that MIS can remain knowledgeable of the future needs of the college. <p style="text-align: center;"><u>Public Safety and Security</u></p> <ul style="list-style-type: none"> • Coordinated with various levels throughout the College in order to better meet the Public Safety and Security needs.
<p>3.6 Standardize technology across the campus to reduce maintenance cost and maximize replacement parts. (2, 4)</p>	<p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> • HVAC Technician for Siemens Energy Management provides twice weekly visits to standardize equipment across the College. • Water conservation in restrooms and irrigation has been implemented to reduce costs. • Continue to closely monitor and operate the recycling program. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> • MIS established a PC replacement plan and included prescribed ordering standards (for servers, PCs, printers, and peripherals) allowing MIS to keep minimum PC/printer/peripheral parts on hand while also meeting the ongoing needs of the campus community in a timely manner.
<p>3.7 Cascade technology when replacements are made to reduce cost. (2, 4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Cascaded computers to areas with less usage when new computers were installed. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Computer classrooms/labs completed in HTC 145 for class offerings in the 2015-16 year.

	<p style="text-align: center;"><u>Facilities</u></p> <ul style="list-style-type: none"> FASVS has budgeted replacement costs for HVAC chiller towers. <p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> Ordered replacement computers and printers following the College's PC replacement plan timeline and coordinated with MIS to cascade the former computers and printers for use in the HR Conference Room. This upgrade in the conference room will provide better support to the many departments using the conference room in the upcoming year. <p style="text-align: center;"><u>Learning Technologies</u></p> <ul style="list-style-type: none"> The PC replacement plan and network topology uses the cascading approach to allow instructional labs to have the newest equipment for a quality customer's experience while also meeting the administrative needs of staff and faculty in a cost-effective manner.
<p>3.8 Communicate the College's needs to the FTCC Foundation. (2)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> The FTCC Foundation funds student scholarships and discretionary funds for the President's use. <p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> Managed a student intern and the Thomas R. McLean Ambassadors for support of College functions. The Foundation provided \$10,000 for the President's Discretionary Fund in addition to \$334,941 in cash, scholarships, and in-kind gifts. Worked with the Financial Aid staff to fully utilize <i>Academic Works</i> for more efficient and effective awarding of scholarships. Provided \$3,000 (six \$500) Mini-Grants to faculty/staff. Organized workgroup committees and volunteers for events. Met regularly with Deans, Directors, and faculty/staff to provide timely support and financial assistance, as needed.

	<p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services regularly collaborates with the Foundation staff on student scholarships to include emergency funding.
<p>3.9 Create an effective grant and external funding program. (3)</p>	<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • All Foundation campaigns surpassed the previous year's fund raising totals - 299 new donors donated \$48,340. • The Foundation provided \$10,000 for the President's Discretionary Fund in addition to \$334,941 in cash, scholarships, and in-kind gifts. • Created and implemented the inaugural Foundation Chair's Gala. • Fund raiser that increased fall funds by \$21,300. • Attendance increased by 76 guests. Campus Fund Drive Campaign breakfast raised \$16,600 with 135 donors. • The 2016 Golf Tournament was sold out with 128 players and raised \$50,387. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Student Services is working closely with the Foundation staff to re-connect with Alumni.

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

1. Strengthen economic development in the 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	Accomplishments (July 1, 2015-June 30, 2016)
<p>4.1 Align curriculum and continuing education programs of instruction/course offerings with reported needs of employers, as reflected in the annual employer survey. (4)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education (CCE)</u></p> <ul style="list-style-type: none"> • College and Career Readiness has created career pathways (Personal and Home Care Aide State Training (PHCAST)) with occupational continuing education programs and been successful with two cohorts. A second pathway, Nail Technology has been drafted and will be implemented soon. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Implemented the new Global Logistics & Distribution Management Technology program in Fall 2015 semester. • Realigned Business Administration programs, including certificates. • Revised CUL classes to be competency based. • Health Technologies Center (HTC) staff collaborates with Corporate/Continuing Education division to unite health offerings/faculty/facilities for those divisions. • HTC Chairs met with science division faculty to discuss biology and chemistry courses ensuring the needs of students entering the allied health programs continue to be addressed and met. • Advisory Boards met in each program area to provide input on community and industry needs. • FIP/EM Curriculum collaborated with CCE to offer classes that are accepted for curriculum credit. • IT A25590 has been aligned with industry needs and requirements. Implementation beginning Fall 2016. • Based on feedback from the Cumberland County Plant Managers Association, a need for an Industrial Systems Technology program was identified and supported.

	<p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • High School Connections has examined the local workforce needs as we have pulled together the application for our CTE-based Early College program, implemented in Fall 2016- 2017. The application process and resulting Early College program is a joint venture between FTCC and Cumberland County Schools. • The JOBS Center counselor attends Advisory Committee meetings within several departments to confer with employers. • The Spring Lake Counselor presented curricular options for continuing education classes.
<p>4.2 Expand student use of Career Coach and Internship.com during the admissions, registration, and advising processes. (1)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • HRD instructors required their students to use Career Coach as part of the Career Exploration component of class. <p style="text-align: center;"><u>Human Resources/Institutional Effectiveness</u></p> <ul style="list-style-type: none"> • Offered a professional development opportunity for staff and faculty regarding the use of Career Coach entitled, <i>Career Coach: Academic Advisement and Counseling</i>. The session provided faculty and staff with knowledge of Career Coach and other labor market demand software available in the IE office so attendees would be able to explain the importance of student use of Career Coach during the admissions, registration and faculty advising processes. • Institutional Effectiveness staff ran many reports for the curriculum and continuing education programs throughout the year using EMSI products, including Career Coach, Job Analyst, and Economic Developer software. <p style="text-align: center;"><u>Student Learning Center/Library</u></p> <ul style="list-style-type: none"> • Placed a direct link icon for Career Coach on the Library's website. Library staff refers students to it for local research concerning available jobs, career expansions or reductions over the next ten years, and resume writing assistance.

	<p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • The JOBS Center has initiated College Central Network online job board which allows employers a free account to list their jobs and the ability for students to search for viable employment statewide. The Center also uses Career Coach on a daily basis while working with students and graduates. Career Coach is also demonstrated during presentations to increase use as students are seeking employment opportunities. • Counselors regularly encourage students to use Career Coach along with computers available to them in room 130 and 4 in the Tony Rand Student Center.
<p>4.3 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)</p>	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Health programs met at least twice during the year with their respective Advisory Committees to discuss trends and workforce needs. • Annual Program Reviews and program responses to these attributes are included in documentation submitted to the Senior Vice President for Academic and Student Services each year. • The assessment plan for the Dean of Arts and Humanities included outcomes that focused on retention, first-year student success, and graduation/transfer data. • Advisory Committees met and reviewed enrollment, graduation trends, and employment needs.
<p>4.4 Enhance outreach to business/industry to understand and define existing and future workforce training needs. (1)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Met with industrial representatives to include the Plant Managers Association, training managers, human resources departments, and lead supervisors to discuss their training needs. Hosted a Plant Manager's Association Luncheon. • The HRD Coordinator attended NCCCS Trainings in preparation for partnering with the Department of Social Services to provide North Carolina Families Accessing Services through Technology (NCFAST) Training to newly hired data entry personnel.

	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Met with Blue Cross Blue Shield and Piedmont Natural Gas about developing a call center certificate. • Currently working with CVS, Career Pathways, and Advisory Boards, to determine workforce needs. • Updated Advisory Committee membership and contact telephone numbers. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Recruited businesses in Spring Lake to take advantage of the College's resources, including use of buildings.
<p>4.5 Expand the use of customized industry training funds. (1, 3, 4)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Industry Training targeted industries qualifying for customized training funds and conducted training activities with local companies spending \$19,989 or 99.95% of the \$20,000 Business and Industry support budget in the training of 141 students.
<p>4.6 Engage with the Economic Alliance in the recruitment, expansion, and retention of businesses (1, 4)</p>	<p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Met with the Plant Managers Association of the Fayetteville and the Cumberland County Economic Development Corporation to discuss Industrial Systems Technology degree and other business needs.
<p>4.7 Seek additional funding for the NC Military Business Center to better engaged businesses winning government contracts and providing post-contract assistance. (1, 3)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Discussed Military Business Center funding needs when the President and college leaders meet during a luncheon with the Legislative Delegation.
<p>4.8 Create career pathways for students and graduated to engage with employers to include defense contractors. (2, 3)</p>	<p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • The PHCAST pathway continued this year to assist HSE students obtain their GED, Career Readiness Certification (CRC) Certificate,

	<p>CPR certification, and pass their CNA state board exam.</p> <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Partnered with CTE to create high school connections pathway in Global Logistics and Distribution Management Foundations. • Currently developing pathways for health programs.
<p>4.9 Promote and solicit scholarship and funding opportunities that parallel employer needs and student curriculum. (1-4)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Shared information on scholarships with students and scored scholarship applicants in <i>Academic Works</i>. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Career and Community Enrichment provided scholarships to students taking 19 distance learning programs during terms throughout the year. • Coordinated with local organizations (CEED, Department of Social Services (DSS), Department of Workforce Solutions (WFS), and Westarea Fire Department) to provide financial assistance to students. Corporate and Continuing Education offered scholarships in various program areas to provide financial assistance to meet the needs of students. • Industry Training used the State Employee Credit Union Scholarships for students in the following classes: Welding, Fiber Optics, Airframe and Powerplant, and CATV. • Employers were invited to the CATV class to recruit students as they graduate. <p style="text-align: center;"><u>Curriculum</u></p> <ul style="list-style-type: none"> • Health chairs continue to network with local professional and community organizations to solicit continued support of health program scholarships.

	<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • The Foundation made \$10,000 available for the President's Discretionary Fund in addition to \$334,941 in cash, scholarships, and in-kind gifts. <p style="text-align: center;"><u>Student Services</u></p> <ul style="list-style-type: none"> • Scholarships this year were supported by new software entitled <i>Academic Works</i>. The software program allowed a data base to be created. The scholarship committee was able to streamline the review process. 176 awards ranging from \$250-\$4,000 were disbursed for a total of \$175,970.12.
<p>4.10 Continue enhancements to support services and academic programs to meet the changing needs of the military and veteran students. (3)</p>	<p style="text-align: center;"><u>Business/Finance</u></p> <ul style="list-style-type: none"> • Met with college leaders of the military and veteran students and shared communication on improving and enhancing services. <p style="text-align: center;"><u>Corporate and Continuing Education</u></p> <ul style="list-style-type: none"> • Career and Community Enrichment developed three additional online Emergency Management courses and two Intelligence courses serving 200 military and National Guard students. • Provided accelerated custom designed National Registry Paramedic Courses for US Army Civil Affair Command Unit, and US Army Womack Military Hospital and 82nd Airborne Medical Command. • The Small Business Center provided 12 <i>Boots to Business Entrepreneurship</i> training sessions to 242 transitioning soldiers. • IT Certification training provided to students through <i>Project Transition</i>. • College and Career Readiness offered three programs to soldiers and their dependents, as follows: Basic Skills Education Program (BSEP), English as a Second Language, and Effective Writing. • FLEX courses were created and offered to support military personnel at locations around the world.

Curriculum

- Incorporated Blackboard Collaborate into courses.
- Created Leadership and Management, Operations Leadership, and Food Services Fundamentals certificates to meet student and employer needs.
- Health Technologies Center programs continue identifying opportunities to award credit for prior learning, where appropriate, and when such credit is allowed by accrediting agencies.
- BLET now accepts transitioning military police officers into an approved shortened version of the Academy.
- FLEX courses have been created and offered to support military personnel at locations around the world.

Student Learning Center/Library

- The Student Learning Center provided face-to-face tutoring and other learning resources to military and veteran students. These services were also offer online, 24 hours, 7 days a week, including tutoring services that can be used by deployed military students.
- The Library received a \$5,000 planning grant to establish a 1,100 square foot., Accessibility/Adaptability Center within the Library.

Student Services

- Military, Veteran, and dependent enrollment is up over 8% from this point last year. This can be attributed to several factors including the updated website and increased use of the credit for prior learning tool, new military certificates offered with our military programs, and the hiring of off-site recruiters visiting multiple military installations across the country to provide personalized customer service.