

Fayetteville Technical Community College

2008-2009 Resources Requested, Sorted by Entity

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Muscle identification	5/1/2010	The instructor for PTA 120 will collect the data and the program chair will analyze the data.	The objective will adjust several factors for 2008-09 that is more realistic for this objective. 80% of the students who compete the course will score at least 80% on muscle identification of the muscles of the upper extremity. This grade reflects that the student is at satisfactory level of skill and knowledge in identification of muscles of the upper extremity and would have the potential to succeed in future courses that require use of muscelskeletal knowledge.	None - Amount Requested: \$0
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Print Shop

Status: Planned

Priority: Low

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Print Shop to Discuss New Technologies	6/1/2010 Provided the State of North Carolina releases the current spending freeze.	VP of Business and Finance; Print Shop Supervisor and Print Shop Staff.	Once the State of North Carolina releases the current spending freeze, the Print Shop staff will again look for additional new technologies that could be leased or purchased to continue to improve effectiveness and efficiency of operations across the College. With the current spending freeze we cannot proceed at this time.	To be determined as the new technologies are identified. - Amount Requested: \$0

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Employee access to E-Print Service	6/1/2010	Print Shop Supervisor and Print Shop Staff	Due to current budget restrictions on Community Colleges imposed by the State of North Carolina, expansion positions for the Print Shop are not likely to be approved in the next assessment cycle. To gain access to the print jobs requested by our distance education faculty and adjuncts, our action plan includes the installation of a print job drop off box next to the entrance of the Print Shop. Additionally, all new E-Print Jobs coming in will be reviewed to determine if the request is from full-time, part-time or distance education faculty-staff. The current print shop job order will be modified to allow the requester to identify their status by checking the correct box on the job order form. The form will be modified and released prior to the new academic year beginning in August 2009. This data will be collected from the print job order during the period Aug to Dec 2009 and again from Jan to May 2010 and at that time a report will be prepared identifying how many distance education and/or adjunct faculty are using E-Print or the drop box for their printing jobs.	Need to purchase a drop box and have installed (approximately \$500 for box and installation). - Amount Requested: \$500
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Public Relations & Marketing

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Newsletter for information about FTCC events	6/1/2010 Survey tabulation of data will be in Spring 2010 with full implementation in Fall 2010.	Vice President for Institutional Advancement and Director of Institutional Effectiveness and Assessment and Registrar	A survey was created by the Vice President of Institutional Advancement in the Summer Semester 2009 that will be implemented initially with an email blast (via gmail accounts) to all students in mid-August 2009. The survey will remain open from August until approximately mid-October 2009 to allow survey feedback from students in 16 week and 8 week courses. The results of this survey, will provide quality data upon which to develop improved marketing, alumni support, public relations and Foundation activities. This data will better meet the needs of the current strategic directions of the Institutional Advancement Office and does not rely on a newsletter for success.	None - Amount Requested: \$0

Public Safety & Security

Status: Planned

Priority: Medium

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Provide a safe/secure learning/working environment	6/1/2010	<p>A review of the comments associated with the 89.1% performance rates on the Support-Services Survey for 2009, revealed that one of the complaints was lack of security availability to patrol the parking lots. The plan is to release Patrol Officers from current duties associated with "unlocking of classrooms" to allow more time for patrol on external locations of the campus and a better "presence" factor. Another complaint was lack of enforcement for smokers using the appropriate designated smoking areas on campus. The Plan for improvement includes patrol officers addressing this issue with smokers that violate the campus smoking policy and informal reporting of the incident to their academic deans. Other complaints appeared to be random and were not significant in numbers for future action planning. The combination of greater security officer presence in outside areas will improve the statistical data for both of the two complaint areas identified above. The goal for next year will continue to be a 90% reported satisfaction rate from the 2010 Support-Services survey of faculty-staff.</p>	<p>To increase the presence of patrol officers and increase performance rates, we have requested 3 additional part-time patrol officer positions to be funded for the upcoming year in the strategic plan. - Amount Requested: \$63000</p>
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Radiography

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Action Plan for Outcome #3	7/1/2009 We will continue to utilize this particular outcome in our next assessment cycle with a revision of the criteria.	Anita McKnight	This particular objective could be improved. We would achieve a more accurate reflection of the student's radiation protection practices by continuing to monitor the RAD 261 clinical evaluation. We should continue to monitor the first portion of the outcome by changing our percentiles to reflect a more reasonable level of achievement for the student. In other words, we will amend the outcome to include reassessing this same test, but we can project that students will improve the benchmark score by 20% for the next cycle compared to the current cycle for 2008-2009.	- Amount Requested: \$0

Registration and Records

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Students will utilize WA for self-advicing	1/1/0001	Registrar and Assistant Registrar	The Degree Audit (student advising) module will require additional training for the Registration and Records Office staff to address course substitutions, prerequisites, program specific requirements, etc. The outcome of the training sessions to be reviewed in the next fiscal year (2009-10). Upon implementation of Degree Audit, 85% of current students will be able to self-advise.	If training is available off campus, funding will be needed. - Amount Requested: \$0
Survey on Usefulness of WA Information	1/1/0001		The Registrar/Curriculum and/or the Assistant Registrars/Curriculum will meet with the Director of Institutional Effectiveness and Assessment to discuss the inclusion of standardized questions addressing the usefulness of WebAdvisor on all student and faculty satisfaction surveys.	- Amount Requested: \$0

Respiratory Care

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Comprehensive WRRT Outcome	8/1/2009 Full implimentatio n will begin in Fall 2009.	John Holloman	- Amount Requested: \$0
			<p data-bbox="911 443 1227 989">Grading for classes with incorporated labs will change. Less credit will be given to the lab practical achievements in relation to the final grade for the class and greater focus placed on tested material. Reasoning: Students are meeting the lab practical demands of 90% or greater but was given a substantial amount of credit for their overall grading as well. More knowledge accountability will be placed on the student for tested material.</p> <p data-bbox="911 1052 1227 1797">Use more testing material similar to licensure exam questions and increase use of short answer and essay questions to test student's knowledge RCP 110 and 111. Reasoning: To familiarize the students with phrasing of questions asked on licensure exams earlier in the program and evaluate understanding of concepts in their own words. Any student scoring less than 76% on any exam will meet with the instructor to discuss the grade. Reasoning: To draw attention to areas of improvement or discuss life issues preventing successful scored results of presented material and to create an action plan to facilitate improvement.</p>

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Science-Curriculum

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Goal #2	6/1/2010 Project and data analysis will be completed by June 30th, 2010	Biology Department faculty	Unfortunately, we failed to meet our target goal of 85% of the students scoring 80% (or higher) on the final assessment for this goal. However, a review of the data showed a majority of the students who failed to score 80% were actually within one or two correct responses from meeting that goal. This means that they earned a passing grade on the exam but not at the percentage level that was our department's goal. Two factors may have played a significant role in the scores of the students: 1. Unlike anatomical terminology, the identification of bones and bone markings and the associated terminology, are not in constant use in the curriculum. 2. The students work on bones and bone markings early in the semester and the final assessment comes at the end of the semester. The combination of early class and lab work paired with infrequent usage may have presented the students with a unforeseen challenge in meeting the goal. Our action plan for meeting this goal in the upcoming academic year will involve the following steps: 1. An emphasis on the material throughout the entire semester 2. Incorporating the material into other body systems in an educationally sound manner 3. Perhaps testing a small cohort of students directly after finishing bones and comparing their results with those of other students tested at the end of the semester.	None needed - Amount Requested: \$0
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Goal #1	6/1/2010 Project and data analysis will be completed by June 30th, 2010	Biology Department faculty	None needed - Amount Requested: \$0
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Unfortunately, we failed to meet our target goal of 85% of the students scoring 80% (or higher) on the final assessment for this goal. However, a review of the data showed a majority of the students who failed to score 80% were actually within one or two correct responses from meeting that goal. This means that they earned a "passing" grade on the exam but not at the percentage level that was our department's goal. Two factors may have played a significant role in the scores of the students: 1. Unlike anatomical terminology, the identification of skeletal muscles and the associated terminology, are not in constant use in the curriculum. 2. The students work on muscle identification and terminology early in the semester and the final assessment comes at the end of the semester. The combination of early class and lab work paired with infrequent usage may have presented the students with a unforeseen challenge in meeting the goal. Our action plan for meeting this goal in the upcoming academic year will involve the following steps: 1. An emphasis on the material throughout the entire semester 2. Incorporating the material into other body systems in an educationally sound manner 3. Perhaps testing a small cohort of students directly after finishing muscles and comparing their results with those of other students tested at the end of the semester.

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Social Science/Humanities Area

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Learning Outcome 3 Action Plan	12/1/2009	Instructional Unit Assessment Co-Chairs for Social Sciences and Humanities.	Only sociology met the expectations for students in these courses, psychology, religion, and history students did not meet the established expectations. In addition to maintaining our current level of success in sociology, improvement in the psychology, religion, and history student's scores is essential. To facilitate an improvement for psychology, religion, and history scores, we are developing and will implement next assessment cycle a survey instrument with more questions, 15 not 10, the questions will be more inclusive of psychology, religion, and history, and the Instructional Unit Assessment Co-Chairs are actively soliciting the psychology, religion, and history instructors for feedback about the assessment. Additionally, the Instructional Unit Co-Chairs will be conducting a more robust random sampling of courses with more instructor diversity.	N/A - Amount Requested: \$0

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Priority: Medium

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Learning Outcome 1 Action Plan	12/1/2009 2009/2010 cycle will see the implementation of the action plan.	Instructional Unit Assessment Co-Chairs for Social Sciences and Humanities.	While sociology, history, and religion met or exceeded the expectations for students in these courses, psychology students did not meet the established expectations. In addition to maintaining our current level of success in sociology, history, and religion, improvement in the psychology student's scores is essential. To facilitate an improvement for psychology scores, we are developing and will implement next assessment cycle a survey instrument with more questions, 15 not 10, the questions will be more inclusive of psychology, and the Instructional Unit Assessment Co-Chairs are actively soliciting the psychology instructors for feedback about the assessment. Additionally, the Instructional Unit Co-Chairs will be conducting a more robust random sampling of courses with more instructor diversity.	N/A - Amount Requested: \$0

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Learning Outcome 2 Action Plan	12/1/2009	Instructional Unit Assessment Co-Chairs for Social Sciences and Humanities.	While sociology and religion met or exceeded the expectations for students in these courses, psychology and history students did not meet the established expectations. In addition to maintaining our current level of success for this Learning Outcome in sociology and religion, improvement in the psychology and history student's scores is essential. To facilitate an improvement for psychology and history scores, we are developing and will implement next assessment cycle a survey instrument with more questions, 15 not 10, the questions will be more inclusive of psychology and history, and the Instructional Unit Assessment Co-Chairs are actively soliciting the psychology and history instructors for feedback about the assessment. Additionally, the Instructional Unit Co-Chairs will be conducting a more robust random sampling of courses with more instructor diversity.	N/A - Amount Requested: \$0
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Student Financial Aid & Services

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Increase Visits with High Schools	8/1/2009 Planned for the month school reopens so we can possibly guarantee a date to host a workshop	Assistant Financial Aid Directors	Financial aid staff will continue to communicate with the area high school counselors to inform them of our availability to host workshops. The ultimate goal is to be present in at least five to ten high schools before these students graduate from high school. The ultimate goal is to make sure they are educated on all types of financial aid assistance that can assist them in making the transition to college smooth.	- Amount Requested: \$0
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Success Center

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Increase the number of direct referrals to the Success Center by classroom/course instructors	12/1/2009 End of Fall Semester 2009	Director of the Success Center; Success Center Facilitator/Instructor coordinating Developmental Studies Outreach Initiative and Referral Tracking	Success Center staff will continue to plan and implement actions that will result in an increase in direct referrals for supplemental instruction of students to the Success Center by classroom/course instructors. Staff will continue and expand their visits to Developmental Studies classrooms, plan and conduct presentations to faculty, and seek other means by which this may be accomplished.	n/a - Amount Requested: \$0

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Veterans Services

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Oversight of Signatures	6/1/2010	va staff and FTCC counselors	Close scrutiny of VA Student Education Plans by the VA staff and FTCC Counselors will be ongoing for the 2009-2010 assessment cycle.	none - Amount Requested: \$0
VA Drop Slips standard	7/1/2009	VA office/Registrar office/faculty instructors	Use of hand completed drop slips discontinued. Use of electronic drop slip submission pending due to compatibility of software and server. Registrar to ensure VA receives copies of all drops. Training of faculty/adjunct instructors to increase proficiency to meet 30 day drop from last date attended to reporting to VA.	- Amount Requested: \$0
VA 30 Day Drop Slip Standard	7/1/2009	VA Office	Continue on improvement of communication between the VA office/Registrar Office/Faculty instructors for submission of VA students drop slips from date last attended to reporting to VA within 30 days. Drop slips no longer will be handprinted. Drop slips to be submitted electronically only upon receiving new server. Old server incompatible to software being used. Projected date - mid July 2009	- Amount Requested: \$0

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Vice President's Office (Human Resources)

Status: Planned

Priority: Low

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Qualified Faculty to Teach PD	9/1/2009 Have enough faculty members qualified and willing to teach so that seventy-five percent of the required faculty professional development courses can be offered in Fall 2009.	Human Resources Analyst together with the faculty professional development coordinator	A faculty member has assumed the role of coordinating faculty professional development. He will assist with identifying faculty members who are qualified and willing to teach faculty professional development, and coordinate the classes with the Human Resources Office.	Qualified faculty - Amount Requested: \$0

Status: In-Progress

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Faculty Credentials	7/1/2010 Ongoing for fiscal year	Executive Secretary to the Vice President for Human Resources	Official transcripts will continue to be scanned as they are received. This will be an ongoing process to ensure all personnel files are complete and ready for the SACS review.	- Amount Requested: \$0

Priority: Medium

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
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Diverse Professional Work Force	7/1/2010 End of fiscal year	Human Resources Analyst	We will continue to pursue actions that will increase the mix of minorities within FTCC's work force at the professional level.	Additional advertising budget for further advertising outreach - Amount Requested: \$60000
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Welding

Status: Planned

Priority: High

Established In: 2008-2009

Action	Target Date	Person/Group Responsible	Description	Additional Resources
Revise Learning Outcome	8/1/2009	Charles Bureau	<p>Develop a list of the skills, knowledge and attitudes that all graduates of the Welding Technology program are expected to achieve.</p> <p>Review the minimum skills and competencies required for entry-level employment in the welding field from occupational standards. Review criteria and student competencies set forth by the American Welding Society (AWS) and the National Center for Construction Education and Research (NCCER).</p>	None - Amount Requested: \$0