Fayetteville Technical Community College

PLANNING GUIDE

An overview of the Planning, Evaluation, Program Review, Services Review, and Accreditation Processes of the College.

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Fayetteville Technical Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Fayetteville Technical Community College. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

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Institutional Effectiveness and Assessment Office

910-678-8322 or 910-678-8239

Distribution of Planning Guide:

Planning Council
Continuing Education Staff
Curriculum Staff
Deans
Division Chairpersons
Department Chairpersons
Program Coordinators
Faculty Secretaries
Student Services Staff
Learning Resource Center (two Copies)

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
STRATEGIC PLANNING GUIDE
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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
PLANNING COUNCIL

Joyce Bunce – Human Resources
Wanda Dail – Institutional Advancement
Wanda Jones – Administrative Services
James Kelley – Student Services
Tamara Bryant – Continuing Education
Robin Deaver – Business and Finance
Mary Mitchell – Learning Technology
Tad Watson – Curriculum Programs
Resource Person: Carl Mitchell

EXECUTIVE COUNCIL

Dr. Larry Keen, *President*
Ms. Audrey Berry, *Vice President for Human Resources*
Mr. Bob Ervin, *Vice President for Learning Technologies*
Mr. Joseph W. Levister, Jr., *Vice President for Administrative Services*
Mr. Brent Michaels, *Vice President for Institutional Advancement*
Ms. Betty Smith, *Vice President for Business and Finance*
Mr. David Sullivan, *Vice President for Legal Services and Risk Management (Board Attorney)*
Dr. Barbara Tansey, *Vice President for Academic and Student Services*

Fayetteville Technical Community College

Strategic Planning Process – Institutional Planning Guide

Introduction

Our world is changing and becoming more complex and highly competitive, resulting in an awareness that colleges across the United States need to be proactive in their strategic planning efforts to assure effective management of scarce resources (fiscal, facilities, and human). Colleges can no longer rely on traditional management approaches. Success depends on a College's ability to develop long-range goals and future action plans to ensure the successful implementation of their goals.

Fayetteville Technical Community College (FTCC) uses a comprehensive approach in the development of its long-term vision and the corresponding future strategic strategies. We have set in place an Annual Planning Cycle that ensures effective and efficient (1) Strategy Formulation (2) Strategy Implementation (3) Strategic Assessment and (4) Strategic Control Measures. This process assures that "what we seek to achieve" is actually "what we deliver."

The primary focus of our Strategic Planning Process remains keeping true to our institutional mission/purpose using effective and efficient decision making processes. Our annual Strategic Management Process can best be summarized as a large-scale, future-oriented planning process that includes interaction of community stakeholders, and ensures value-added customer service support and a strong educational experience for our students. This guidebook is our road map or "game plan" and serves as the framework for effective planning and managerial decision making throughout the College. By ensuring that each departmental area remains successful with their short and long-range planning activities, we will collectively ensure our institution as a whole will remain successful now and long into the future.

Strategic Planning allows our College to chart the course for our own future. Quality internal planning efforts requires involvement by all stakeholder groups and constituencies of our college. To ensure full representation and a broad-based, integrated approach to Strategic Planning at the College, FTCC planning activities include all departments, disciplines, college support functions, and other internal stakeholder groups. Using this broad-based and integrated approach, our College has developed the Annual Planning Cycle that depicts all major planning events and activities required throughout the calendar year. The FTCC Annual Planning Cycle includes the following activities:

Fayetteville Technical Community College

Institutional Effectiveness & Assessment

Planning Cycle Chart

OCTOBER
- **Begin IE Plan update**
- **Distribute Strategic Plan to all Planning units**
- **Campus Crime and Security Survey due to Department of Education**
- **Begin collection and analysis of Licensure results**
- **Planning Units submit Planning Assumptions for upcoming year**
- **Fall Semester Course Evaluations released**

NOVEMBER
- Review Mission Purpose, Planning Assumptions, Institutional Goals, and Core Competencies
- Prepare draft of Revision to each of above Documents
- Employer Survey mailed
- Non-Returning Student Survey mailed
- IE Plan to Executive Council for approval
- 2nd working Advisory Committee Meeting before Program Review
- Planning Council Meeting
- Planning Council approves & forwards all drafts and modifications to the Executive Council for consideration

DECEMBER
- Annual Program Reviews are finalized in the Academic Planning Units
- IEA Office prepares draft update of the Mission, Purpose, Planning Assumptions, Institutional Goals and Core Competencies
- Fall Semester Course Evaluations are analyzed
- IE Plan released and posted Report-to-Web

JANUARY
- Executive Council forwards Mission, Purpose, Planning Assumptions, Institutional Goals and Core Competencies to the Board of Trustees (for info only)
- Non-Returning Student Survey Analysis due
- Employer Survey Analysis due
- Annual Program Reviews due to AVP

FEBRUARY
- Board of Trustees approves the Mission, Purpose, Planning Assumptions, Institutional Goals and Core Competencies
- Release of updated Planning Guide and Report-to-Web
- Key Licensure Passing Rates to Executive Council
- Student Completer/Non-completer/ Employer report due to NCCCS
- Updated Fact book published and Report-to-Web
- Curriculum Committee Meeting (early in February)

MARCH
- Planning Unit retreats for Strategic Plan Activities
- Petersons Survey of Undergraduates Analysis due
- Planning Units begin to collect/ analyze Assessment Plan data using Weave online
- Spring Semester Course Evaluations released

APRIL
- Current student Survey begins
- Graduate Survey begins
- Spring Semester Course Evaluations due
- First Section of Strategic Plan (projected goals & activities due)
- Planning Units continue to collect/ analyze Assessment Plan data using Weave online

MAY
- Identify college-wide care competency for upcoming assessment cycle
- End data collection process for assessment plans in current cycle
- Strategic Plan decision packages are due to VP's, including Budget info
- Begin Update of Manuals, Handbooks, and Procedures
- Current Student Survey Analysis due
- Support Services Survey begins
- Spring Semester Course Evaluations analyzed
- 3rd and final Advisory Committee meeting (Feedback to members – may be virtual)
- Chairs/Coordinators begin recruitment of new Program Advisory Committee members

JUNE
- Strategic Plan critical needs listing for the Assessment Planning due
- End-of-Year report for Strategic Plan due
- Graduate Survey analysis due
- Support Services Survey analysis due
- Assessment Results and Action Plans due for current cycle using Weave online
- Planning Units prepare and submit their next cycle Assessment plans using Weave online

JULY
- First draft of Strategic Plan submitted to Planning Council for review
- Implement Support Unit assessment plan activities for upcoming fiscal year
- Review of NCCCS Critical Success Performance Factors and planning for improvement
- Programs recommend newly recruited Advisory Committee members to the President

AUGUST
- Strategic Plan to Board of Trustees (for info only)
- Implement Instructional Unit Assessment Plan activities for upcoming academic year (using Weave online)
- Finalize updates of Handbooks, Manuals, and Procedures and post via Report-to-Web
- Committee members are invited to Kick-off meeting/Dinner

SEPTEMBER
- Final Strategic Plan submitted to Board for approval
- Academic Planning Units begin annual Program Reviews (APRs)
- Curriculum Maps due with APRs
- Strategic Plan to Printshop
- Post Strategic Plan to Office of IEA's website and Report-to-Web
- Advisory Committee Kick-off Dinner meeting
- Chairs/Coordinators schedule 2nd Advisory Committee Meeting
- Campus Crime and Security Survey released to Planning Units

The information in this Planning Guide fully supports *The Principles of Accreditation, Foundations for Quality Enhancement,* published in 2008 by the Southern Commission of Colleges and Schools-Commission on Colleges (SACS-COC). The SACS *Criteria* clearly states that accredited Colleges must:

- Operate with integrity in all matters.
- Engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of the institutional mission, goals, and outcomes (2) results in continuing improvement in institutional quality and (3) demonstrates the institution is effectively accomplishing its mission.
- Have a sound financial base and demonstrated financial stability to support the mission of our college and the scope of our programs and services.
- Have adequate physical resources to support the mission of the institution and the scope of its programs and services.
- Identify expected outcomes, assess the extent to which we achieve those outcomes, and be able to provide evidence of improvements based on analysis of the results in each of the following areas (1) educational programs, to include student learning outcomes (2) administrative support services (3) educational support services (4) research within our educational mission and (5) community/public service within our educational mission.
- Evaluate success with respect to student achievement including, consideration of course completion, state licensing examinations, and job placement rates.
- Demonstrate our compliance with program responsibilities under Title IV of the *1998 Higher Education Amendments*.

The Planning Guide allows all faculty, staff and students of the college to clearly understand how our Annual Planning Cycle fully support each of the above SACS Criteria, and ensures continued success for our students, faculty-staff and other constituents of the community.

Since the Strategic Planning Processes of all educational institutions can never be perfectly static and can never be considered absolutely perfect, due to changing environmental conditions, occasional changes the Annual Planning Cycle will be required. To ensure an orderly revision process, and continued compliance with guidance from the NC Community System (NCCCS) Office and SACS-COC standards, our college will post changes to the electronic version of this guide, as the changes occur. The electronic version, housed on the IEA website, should be considered the official copy of the guide. All faculty-staff-students-stakeholders are encouraged to recommend changes, as necessary, to keep our Annual Planning Process fine-tuned throughout the Planning year. If you need assistance in submission of an official change, please contact the Director of Institutional Effectiveness and Assessment.

Planning and Assessment Roles and Responsibilities

The following individuals and groups assist the College with Strategy Formulation-Implementation and Assessment activities as depicted in the annual planning cycle. Listed below are major responsibilities by group:

Board of Trustees

1. Upon recommendation of the President approves the Institutional Planning Process
2. Upon recommendation of the President approves the Institutional Mission and Purpose
3. Upon recommendation of the President approves the Institutional Goals

4. Upon recommendation of the President approves the Core Competencies for Student Learning Outcomes
5. Upon recommendation of the President approves the Strategic Goals and corresponding Budget allocations as depicted in the College's Strategic Plan
6. Provides general board oversight for the strategic management process

College President

1. Leads the faculty and staff planning and evaluation efforts to ensure a broad-based Strategic Planning Process at FTCC
2. Appoints the members of the Executive Council and the Planning Council
3. Monitors the Annual Planning Cycle activities for timely completion
4. Presents Institutional Planning information to the Board of Trustees for their information and/or approval.
5. Supervises budget allocations for strategic planning initiatives and monitors implementation phases of the Strategic Plan and Budget expenditures
6. Presents the College's Strategic Plan to the Board of Trustees annually

Executive Council

1. Monitors college-wide Institutional Effectiveness efforts
2. Advises the President on matters related to effective and efficient strategic planning efforts
3. Reviews the Annual Planning Cycle during annual implementation phases
4. Evaluates the Planning Guide, Institutional Effectiveness Plan, Planning Assumptions, and College Strategic Plan for consistency and accuracy
5. Reviews departmental level Assessment Plans and follow-up Action Plans (including analysis of Program Reviews and Program Advisory Committee recommendations)
6. Recommends changes to the Institutional Mission, Purpose Statement, Institutional Goals, Core Competencies, Assessment activities and Planning Assumptions to the President

Planning Council

1. Monitors the Annual Planning Cycle and recommends changes to the President and the Executive Council
2. Reviews annual program reviews for completeness
3. Reviews long-range strategic initiatives, evaluates final results, and analyzes the specific metrics used for assessment of the outcomes, to better guide the development of future department level objectives, activities, and budgets
4. Creates, with input from faculty-staff-and other stakeholders, the annual planning assumptions which provide planning units with general strategic direction and future visions for the College

5. Recommends approval through the Executive Council to the President on newly created planning assumptions, updates to the Planning Guide, updates to the Institutional Effectiveness Plan and annual revisions to the Strategic Plan and or Annual Planning Cycle
6. Monitors the activities of the Program and Service Support areas, throughout the annual planning cycle, including Program Reviews, Assessment Activities, Strategic Plan and End-of-Year Report

Departmental and Service Support Supervisors

1. Develops and maintains program and/or service-support mission statements that are supportive of the Institutional Mission Statement and Purpose Statement
2. Maintains records of all departmental planning documents
3. Develops annual assessment plan intended outcomes (program areas develop student learning outcomes) within WEAVEonline software
4. Develops and implements metrics and/or rubrics for data collection measurements related to intended outcomes (saving the rubric/metric within the WEAVEonline document repository)
5. Recommends improvements to the student learning outcomes and assessment measures based upon internal assessments, program reviews and survey data
6. Develops annual department level strategic plan goals that remain in line with the assessment plan outcomes from the previous assessment plan cycle
7. Develops budget decision packages (proposals) to support department level annual plans and assessment action plans
8. Publishes department level reports using WEAVEonline (collection of assessment results)
9. Devises strategies that address department level strengths, weaknesses, opportunities and threats based on internal review of annual assessments and Strategic Plan End-of-Year Reports
10. Prepares and submits department level end-of-year reports (measuring actual outcomes that were planned in the previous year's Strategic Plan goals and objectives)
11. Schedules and coordinates Program Advisory Committee meetings and incorporates recommendations from committee membership within short and long-range department plans
12. Evaluates surveys, evaluations, program reviews, curriculum mapping, and related tools used within the overall assessment process
13. Reviews and recommends plans for improvement related to the NCCCS Critical Success Factor (CSF) Performance Report
14. Recruits a broad-based advisory committee membership on an annual basis
15. Disseminates handbooks, manuals, guides and procedures related to institutional Planning and Assessment to faculty-staff within department areas
16. Recommends improvement for the College procedures/processes that can be incorporated into the institutional planning process for continuous quality enhancement

Faculty/Staff/Students

1. Provides recommendations for college operational improvements to the Division Chair, Department Chairs, and/or Program Coordinators, as appropriate, for consideration
2. Supports College-wide continuous quality improvement programs
3. Assists with “closing of the loop” activities related to action planning of future strategic goals, based upon analysis of assessment plan outcomes, Strategic Plan End-of-Year Reports, Annual Program Reviews and recommendations from Program Advisory Committee members

Office of Institutional Effectiveness and Assessment (IEA)

1. Maintains manuals, handbooks, guides and related planning and accountability documentation for the College and posts the official copy on the IEA website (linking from Report-to-Web Repository)
2. Monitors department level assessment planning activities, within WEAVEonline, and assist departments as necessary
3. Coordinates Planning Council meetings semi-annually for their review and possible recommendations related to the Institutional Effectiveness Plan, the Planning Guide, the Institutional Planning Assumptions, the Strategic Plan, and corresponding Budget Decision Packages
4. Presents the Planning Guide and Strategic Plan to the Planning Council for their review and further action(s)
5. Advises the Planning Council on all aspects of the institutional Planning and Assessment Cycle activities
6. Provides support for all assessment activities at the college
7. Assists all campus stakeholders in the compiling, analyzing and presenting of assessment data
8. Coordinates and delivers annual planning process “training sessions” for faculty and staff
9. Prepares and submits external agency reports through the President, to the external agency requesting the report(s)
10. Monitors the planning and assessment process and makes recommendations for improvement in the process(es), as appropriate
11. Monitors the various committees working on quality improvement activities and supports them with research and analytical data, as necessary
12. Provides periodic reports and updates on the status of annual planning process activities and events
13. Creates an internal Office of the IEA annual Assessment Plan identifying IEA Intended Outcomes that will lead to improvement in the planning, assessment, and institutional control process(es) across the institution
14. Conducts research of behalf of the faculty-staff and other internal and external stakeholders, as necessary, for successful implementation of planning and assessment activities
15. Monitors the SACS Criteria statements for possible changes, requiring a revision of internal institutional processes to remain in compliance with the written SACS criteria.

ACCOUNTABILITY:
HISTORY AND CURRENT PRACTICES

Both the North Carolina Community College System (NCCCS) and Fayetteville Technical Community College (FTCC) have utilized numerous processes over the past four decades to ensure public accountability for the state monies spent. These processes have included fiscal audits, program audits, institutional effectiveness plans, and program reviews. Additionally, NCCCS prepares for the NC General Assembly, an annual Critical Success Factors (CSF) Report and briefs the North Carolina General Assembly on performance rates of all 58 community colleges, including FTCC. In support of this CSF Report and the NCCCS Long Range Planning process, FTCC accomplished the following:

FTCC STRATEGIC PLANNING:

In 1983, FTCC adopted a strategic (and long-range) planning process in order to establish the current status of institutional efforts and to determine the future direction of the College. The planning process, described in the previous section of this planning guide, remains proactive, responsive to the community and campus needs, appropriately involves the Board of Trustees, and has broad-based participation from faculty, staff, and administration.

Between 1983 and 2007, the planning process has evolved to include refinement of the processes, methods used for critical analysis, and assessment/evaluation. Today, FTCC's Performance Standards are closely tied to those of the other community colleges within the state, as mandated by the NCCCS:

> The State Board of Community Colleges developed a *"Critical Success Factors"* list to define statewide measures of accountability for all community colleges. Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the *"Critical Success Factors"* list." (February 1989)

Critical Success Factors were defined as "the key things that must go right for the System to flourish and achieve its goals." At the time of their inception, these measures were intended to provide a way of demonstrating the effectiveness of the System in addressing the goals set by the State Board of Community Colleges. *Critical Success Factors* have remained a valid means of assessment to date. FTCC, along with all colleges within the NCCCS, publishes a Performance Evaluation Measure Report, (See **Exhibit L1, p. 89**), for each *Institutional Critical Success Factor*.

Critical Success Factors are evaluated each year prior to the review of the previous year's ***Strategic Plan***. The results of FTCC's *Critical Success Factors* evaluation assist in determining why an *Activity* in the ***Strategic Plan*** was or was not successful. This is done by looking at each of the measures and determining the degree to which department level targets were met. Using this information, a recommendation is made in the *End-of-Year Report* to address any problem, and the new ***Strategic Plan*** will reflect this recommendation. An "**Improvements**" form is available to all employees for making suggestions to improve their institutional areas or any other areas of operation within the College. (See **Exhibit M, p.110**)

NCCCS CRITICAL SUCCESS FACTORS AND PERFORMANCE FUNDING:

In 2008 the NCCCS Board adopted 8 Critical Success Factors with measures and standards, which have become the cornerstone of public accountability. (**Exhibit K1, p. 85 and K2, p. 87**)

In exchange for the NC Community College System utilizing this method of measuring accountability, the General Assembly made a commitment to provide additional funding to restore the spending power lost by the community colleges due to inflation over the past decade.

Established Guidelines & Rules for NCCCS Critical Success Factors are as follows:

Guidelines

1. Standards will be applied at the institutional level, except for licensure/certification data for which each exam at each college must meet the standard.
2. To ensure sound methodological practices as required in the special provision, the North Carolina Community Colleges System Office will review data collection procedures and analysis for reliability and validity.
3. Periodic evaluations of the standards will be conducted by the North Carolina Community Colleges System Office and, based upon the evaluations, modifications to the standards will be recommended to the State Board of Community Colleges.

Rules

1. Each college is required to publish performance on the 8 measures annually in its electronic catalog or on the Internet and in its printed catalog each time the catalog is reprinted.
2. A college may carry forward funds based on measures for which it meets the standard or has shown significant improvement.
3. A college will be eligible for additional funding, if funds are available, for superior performance.
4. Use of funds has been expanded to include program start-up costs including faculty salaries for the first year of the program, and one-time faculty and staff bonuses.

Note: Performance data is reported for the previous academic year each time this planning guide is published (see p. 11)

Fayetteville Technical Community College
Performance Standards for NCCCS Critical Success Factors
Reported June 2008 (for 2006-2007)

►Performance Budgeting Standard
FTCC met all 8 standards; however, did not receive Superior Performance Funding due to the highlighted areas in the "2008, FTCC Report."

			Avg. NCCCS Performance	No. of 58 Colleges That Met Standard	FTCC Report			
NCCCS Performance Measures		Standard	2008	2008	2008	2007	2006	2005
A	►Progress of Basic Skills Students	At least 75% will have progressed within level, completed level, and advanced to higher level	**80%**	55	81%	75%	80%	80%
B	►Passing Rates on Licensure and Certification Examinations	Aggregate Institutional Passing Rate 80% To be rated Superior, ALL exams must be 70% or greater	**33 met 80% pass rate** **28 > 70% on exams**	24 80% Pass Rate & > 70%	87% **1 < 70%**	87% 0 < 70%	85% 0 < 70%	91% 0 < 70%
C	►Performance of College Transfer Students	Eighty-three percent (83%) of students in both associate degrees and students who transferred with 24 or more semester hours must have a GPA equal to or greater than 2.0 after two semesters at a university. To be rated Superior must be equivalent to UNC natives (87% in 2006-2007).	Grads. 89% 24 hrs. 81% **Avg. 84%**	37	Grads 85% 24 hr. 86% **Avg. 86%** Native UNC Stud. 87%	Grads 100% 24 hr. 79.3% Avg. 86.9% Native UNC Stud. 87.9%	Grads 97.6% 24 hr. 83.3% Avg. 87.8% Native UNC Stud. 87.1%	Grads. 82.1% 24-hr. 86.2% 2 yrs Avg. 84.9% Native UNC Stud. 86.8%
D	Passing Rates of Students in Developmental Courses	Seventy-five percent (75%) of students who complete a developmental course in English, Reading or Math will have a grade of "C" or better	**81%**	43	***** N/A (see note below)	74%	77%	73%
E	Success Rate of Developmental Students in Subsequent College Level Courses	Eighty percent (80%) of students who completed a developmental course in 2005-2006 and completed subsequent college level course in 2006-2007 will have a passing grade for the college level courses.	**88%**	48	***** NA (see note below)	* NA (see note below)	Dev. 82% Non. Dev. 84% (Accord. to NCCCS, no statistically significant difference)	Dev. 85% Non. Dev. 83% (Accord. to NCCCS, no statistically significant difference)
F	Satisfaction of Program Completers and Non-Completers	At least ninety percent (90%) of responding completers (graduates) and non-completers will indicate satisfaction with the quality of college programs and services.	Comp. **98%** Non-comp. **95%** Comb. **97%**	56	Comp. 97% Non-com. 89% **Comb. 95%**	Comp. 98% Non-com. 89% **97%**	Comp. 98% Non-com. 88% **96%**	Comp. 99% Non-com. 91% **98%**
G	Curriculum Student Retention, Graduation, and Transfer	At least sixty-five percent (65%) of the students who enrolled in a curriculum program in the fall will have completed their program, still be enrolled the following fall, or transferred to another community college or university.	**68%**	50	12% Grad 51% Ret. 5% Trans. 68% Total	11% Grad 56% Ret 67% Total	14% Grad 46% Ret Total 60%	13% Grad 50% Ret Total 63%
H	Client Satisfaction with Customized Training	At least ninety percent (90%) of businesses/industries surveyed will report satisfaction with customized training.	**94%**	58	93%	99%	100%	100%

Prepared by Carl Mitchell, June 30, 2008 Source: North Carolina Community College System Critical Success Factors Report June 2008

* Data was not available from 5 colleges, including FTCC, due to collection problem with CIS implementation and is therefore reported as NA (Not Applicable)

2008 LICENSURE PERFORMANCE REPORT

Program	Required Licensure Pass rate	NCCCS Avg. Pass rate	FTCC Pass rate
Dental Hygiene	**70%**	97%	100%
Physical Therapist Asst.	**70%**	82%	80%
EMT	**70%**	88%	94%
Practical Nursing	**70%**	95%	98%
Registered Nursing	**70%**	86%	86%
Radiography	**70%**	96%	100%
BLET	**70%**	84%	96%

Assembled by Carl Mitchell, June 2008 Source: North Carolina Community College System Critical Success Factors' Report June 2008

FTCC'S COMMITMENT

FTCC met eight of the eight NCCCS Performance Standards 2006-2007 but did not achieve a Superior Performance Standing. Data was not available in two areas due to collection problems with the CIS program implementation which were reported as NA (Not Applicable)

A detailed analysis of the 2008 NCCCS Performance Measures follows. Included are FTCC's final results for academic year 2006-2007, reported in the June 2008 NCCCS Critical Success Factors Report:

NCCCS Performance Measures and Standards

(See Exhibit K1, p. 85: North Carolina Community College System's Critical Success Factors*.)*

Measure A. Progress of Basic Skills Students [Exhibit K1, p. 85, and Exhibit L1, p. 87]

Description/Definition: Basic skills students include all adult literacy students. Progress of basic skills students is a composite measure that includes the percent of students progressing within a level of literacy, the percent of students completing a level entered or a predetermined goal, and the percent of students completing the level entered and advancing to a higher level.

Methodology and Data Source: The data on basic skills students are collected by the college providing the instruction and entered into the Literacy Education Information System (LEIS). Data on the progression of basic skills students are submitted to the North Carolina Community College System Office annually. The data are compiled at the System Office, and the composite measure and adjustment for each college are calculated.

Performance Standard: At least 75% will have progressed within level, completed level, and advanced to higher level.

FTCC Performance: FTCC met this standard.

Measure B. Passing Rates on Licensure and Certification Exams, (1st Time Test Takers) [Exhibit K1, p. 85, and Exhibit L1, p. 87]

Description/Definition: The percentage of first-time test takers from community colleges passing an examination required for North Carolina licensure or certification prior to practicing the profession. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency. Purely voluntary examinations are not reported.

Methodology and Data Source: Data are collected by the Planning, Accountability, Research and Evaluation Section of the North Carolina Community College System Office from the agencies issuing the license or certification. Examination data are reported only for those licensure/certification exams for which data are available from the licensure/certification agencies; data are not collected from the colleges on this measure. The data for most examinations are reported on an a fiscal year; however, nursing data, emergency medical technician data, physical therapy assistant data, and veterinary medicine technology data are reported on a calendar year. Passing rates, if not provided, are calculated by dividing the

number of persons who successfully pass an examination the first time they take the exam by the number of persons who sit for the exam for the first time. An aggregate institutional passing rate is calculated by dividing the total number of first-time test takers for all reported examinations by the total number of persons who sit for the exam for the first time. For privacy and statistical validity, no examination data are reported when the number of first-time test takers is fewer than 10 persons.

Performance Standard: There are two standards that must be met for this measure. The Aggregate Institutional Passing Rate is 80%. To be rated Superior, ALL exams must be 70% or greater.

FTCC Performance: FTCC met this standard.

Measure C.Performance of College Transfer Students [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** College transfer programs provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who enroll as first-time freshmen at universities. The purpose of this measure is to compare the performance of community college associate degree students (Associate in Arts, Associate in Science, and Associate in Fine Arts) who transfer to public North Carolina universities with students native to the four-year institutions.

***Methodology and Data Source*:** Data on two cohorts of college transfer students entering the public universities each year are analyzed. One cohort analysis compares the performance of college transfer degree recipients (AA, AS, AFA) at the end of two semesters at the public university to the performance of native juniors. The second cohort analysis compares the performance of college transfer students completing at least 24 hours or more of college transfer courses at a community college but not completing the degree to the performance of native sophomores. A cell size of at least 10 students is required for reporting this measure.

Community colleges may elect to work with private colleges and universities in collecting data on students who transfer to those institutions. The data must be consistent with the methodology employed by the UNC GA in calculating the data for transfer to public universities. If colleges submit data from private or out-of-state institutions, then the System Office will include the data with the public university data. When the total number of students is less than 10, the total number of students in three year and the respective percentage are reported.

***Performance Standard*:** Eighty-three percent (83%) of students in both associate degrees and students who transferred with 24 or more semester hours must have a GPA equal to or greater than 2.0 after two semesters at a university.

To be rated Superior must be equivalent to UNC natives (87% in 2006-2007).

FTCC Performance: FTCC met this standard.

Measure D. Passing Rates of Students in Developmental Courses [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** The percent of students who complete developmental English, mathematics, or reading courses with a grade of “C” or better.

***Methodology and Data Source*:** The North Carolina Community College System Office has developed a computer program to identify developmental courses, identify students who complete these courses, and calculate passing rates for each course. The number and percent of students completing these courses with a grade of "C" or better will be calculated. The software will be run at each college annually and the data submitted to the Planning and Research Section of the System Office.

***Performance Standard*:** Seventy-five percent (75%) of students who complete a developmental course in English, Reading or Math will have a grade of "C" or better

FTCC Performance: FTCC met this standard but data was not available due to CIS collection problem and is therefore reported as NA (Not Applicable).

.

Measure E. Success Rate of Developmental Students in Subsequent College-Level Courses [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** The performance of developmental students in subsequent college level courses will be compared with the performance of non-developmental students in those courses. Specifically, performance of students in English 111 will be used to assess developmental English; performance in the first college-level mathematics course will be used to assess developmental mathematics; and performance in the first humanities course after completion of developmental reading will be used to assess developmental reading.

The purpose of this measure is to provide evidence that developmental courses equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the developmental courses, they should be able to pass curriculum courses.

***Methodology and Data Source*:** A computer program is being developed by the Information Services Section of the North Carolina Community College System Office that will provide grade information on students who successfully completed developmental courses and (1) entered college-level courses and (2) on students who are enrolled in college-level courses without having been required to take developmental courses. The performance of these groups will be statistically analyzed to determine if students who have taken developmental courses are performing as well as students not requiring developmental courses.

***Performance Standard*:** Eighty percent (80%) of students who completed a developmental course in 2005-2006 and completed subsequent college level course in 2006-2007 will have a passing grade for the college level courses.

FTCC Performance: FTCC met this standard but data was not available due to CIS collection problem and is therefore reported as NA (Not Applicable).

Measure F. Satisfaction of Program Completers and Non-Completers [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** This indicator reports the proportion of graduates and early-leavers who indicate that the quality of the college programs and services met or exceeded their expectations.

***Methodology and Data Source*:** Data are collected by survey, with each college using a

standard set of questions. A minimum of 15 respondents (total) will be required to report the data at the institutional level. If the data are being used as the college's optional sixth performance funding measure, then an overall response rate of 50 percent or a statistically valid sample size is necessary.

***Performance Standard*:** At least ninety percent (90%) of responding completers (graduates) and non-completers will indicate satisfaction with the quality of college programs and services.

FTCC Performance: FTCC met this standard.

Measure G. Curriculum Student Retention, Graduation and Transfer [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** This composite indicator consists of the following:

1. Number of individuals completing a curriculum program with a certificate, diploma, or degree;
   and
2. Number of individuals who have not completed a program but who are continuing enrollment
   in either curriculum or occupational extension programs.

This composite indicator will consist of the above two measures, each reported separately for each college. The sum of the two will be divided by the total number of curriculum students in the cohort to compute an indicator of curriculum student progress and success.

***Methodology and Data Source*:** Cohorts will be defined each fall based upon number of students enrolled in degree granting curriculum programs (associate degree, certificate, and diploma). At the end of each semester, colleges submit a Curriculum Registration, Progress, Financial Aid Report data file to the North Carolina Community College System Office. These student unit record files are loaded into the System data warehouse and are the official data of record for state level reporting. Each college has a minimum of two trained Skilled Knowledge Workers (SKW) with complete access to their data in the data warehouse. Each SKW has the ability to verify the accuracy of the data once loaded into the data warehouse. The cohort is tracked from fall to fall using data from the data warehouse to determine those who have graduated and those who have continued to be enrolled. This number, divided by the initial cohort is the percentage reported.

***Performance Standard*:** At least sixty-five percent (65%) of the students who enrolled in a curriculum program in the fall will have completed their program, still be enrolled the following fall, or transferred to another community college or university.

FTCC Performance: FTCC met this standard.

Measure H.Client Satisfaction with Customized Training [Exhibit K1, p. 85, and Exhibit L1, p. 87]

***Description/Definition*:** The percentage of businesses/industries who have received services from a community college indicating that their expectations have been met. This measure is intended primarily to determine the satisfaction of organizations that received services from a community college.

***Methodology and Data Source*:** A survey for businesses/industries receiving services from New and Expanding Industry Training and the Small Business Centers is administered by colleges to determine level of satisfaction with their customized training. The data are submitted annually to the System Office at the end of the fiscal year.

***Performance Standard*:** At least ninety percent (90%) of businesses/industries surveyed will report satisfaction with customized training.

FTCC Performance: FTCC met this standard.

(See FTCC's matrix of the Performance Measure of the NCCCS Critical Success Factors Report in **[Exhibit K1, p. 85**)

DECISION PACKAGES

Budget Decision Packages

One of the criteria for assessing the utility of an organization's planning process is the extent to which the planning process is tied to the budgeting process. The budget decision packages are a logical interface between the College's ***Strategic Plan*** and the resources needed to accomplish the plan.

Four separate forms have been developed -- one each for **equipment, salary, facilities, and other costs.** ***Facilities forms should be provided for a five-year period; all other forms are provided only for the upcoming years projected needs.***

Note: Supervisors may prefer to limit the number of forms completed for priorities from departments in the initial planning stages. Additional forms may be completed later, if necessary.

Equipment Decision Package

If equipment expenses for the next academic year are expected to exceed the current year's equipment budget, an Equipment Decision Package Form (See **Exhibit N, p. 111**) must be completed for those items exceeding the budgeted amount. (More than one item may be included in an equipment decision package, e.g., lab situations where stations include several items of equipment and several stations are necessary.)

Salary Decision Package

The Salary Decision Package Form (See **Exhibit O, p. 112**) must be completed for all proposed additional personnel for the next academic year that are not funded under the current budget. For the most part, these additional positions will be new positions. An example of a situation for which a salary decision package would not need to be completed is filling a faculty or staff position when a faculty or staff member resigns. If that position is to be filled for the next academic year, a form does not need to be completed. However, if the funding for that position is going to be used to fund a different position, then a salary decision package must be completed.

Facilities Decision Package

All new construction or renovations proposed for the five-year planning cycle must be placed on a Facilities Decision Package Form. (See **Exhibit P, p. 113**) Because of the nature of facilities planning and budgeting, it is very seldom that construction/renovation is planned only one year ahead of time. There is a block on the form, which allows for the time frame to be indicated.

"Other" Operating Expense Decision Package

This decision package is to be used for exceptional rather than routine "other costs" items. (See **Exhibit Q, p. 114**) Examples of what would be included as exceptional costs are the large increases in printing required in preparing for the SACS visit, or the advertising requirements for a new program.

Grant Opportunities

When a need is identified which requires dollars not available from the College, the Grant Decision Package (See **Exhibit R, p. 115**) may be completed and forwarded through appropriate channels to the Institutional Advancement Development office for consideration of available grants.

Critical Needs Form

The Critical Needs Form (See **Exhibits T, U, & V, pp. 117, 118 & 119**) is used in the projection of long-range (five-years) needs in the areas of personnel, facilities and equipment provided by all planning units. This form is due in June of each year and is required as a part of institutional planning.

Use of the Forms

Use a few "rules of thumb" for these forms.

1. The amounts requested must be shown in the *Strategic Plan* next to the activity, which requires this additional funding.
2. Any amount of money requested for next year which exceeds this year's budget must be placed on one of the budget forms.
3. These forms (except the facilities decision package) are to be filled out only for the next academic year. (Because of the nature of facilities planning, the budget decision package for facilities is to be filled out for any projected new construction or renovation over a five-year period.)

Once all budget decision packages are received, requests are placed on a Strategic Prioritization List. (See **Exhibit S, p. 116**) For example: In Curriculum Programs each Department Chairperson prioritizes the budget requests for next year and then sends the forms to the appropriate Division Chairperson for approval. The Division Chair then forwards the request to the appropriate Dean. The Deans then meet and, using a consensus approach, prioritize all budget requests sent to them. This consensus approach continues with the forms being sent on to the appropriate Associate Vice President. The Associate Vice Presidents and Deans meet to determine priorities. Then, the Associate Vice Presidents meet with the Vice President for Academic and Student Services. Finally, the Vice Presidents meet with the President to finalize the budget for the upcoming year.

ANNUAL PROGRAM REVIEW PROCESS

Institutional Level

On March 21, 1988, Fayetteville Technical Community College's Board of Trustees adopted a policy requiring all curriculum programs to be reviewed through a formal process once every five years, or 20% of all programs each year.

On January 16, 1995, FTCC's Board of Trustees adopted a new policy on program review which included the review of all educational programs and support services on an annual basis through the ***Annual Program Review*** process, as mandated by the State Board of Community Colleges. The new policy replaced the March 21, 1988 policy (which related only to Curriculum Programs review) to comply with the current State Board policy regarding program review. This policy was revised and approved by the Board of Trustees on October 27, 1997, to include the Annual Services Review.

FTCC PROGRAM REVIEW POLICY

Fayetteville Technical Community College has a systematic, annual process for the assessment of all educational programs and support services, in compliance with all elements of the review policy as approved by the State Board of Community Colleges. FTCC utilizes the ***Annual Program Review*** and ***Annual Services Review,*** which establish standards and performance levels for the purpose of monitoring the quality and viability of all programs and services. The annual review process enables the College to prioritize short-term and long-range planning objectives to meet the changing needs of the community served.

ANNUAL PROGRAM REVIEW GUIDELINES

The annual program review is an in-depth internal analysis conducted to establish standards and performance levels for the purpose of monitoring the quality and viability of all programs. The annual review process enables the College to prioritize short-term and long-range planning objectives to meet the changing needs of the community served.

Process:

1. The annual program review is an in-depth analysis conducted by the unit and should involve all faculty in the department.
2. The annual program review is designed to be a working document. As data becomes available, the information should be analyzed and documented in the review. If an item does not apply, indicate with “NA”.
3. Each section of the program review provides a comments area. In this area, include any additional or explanatory information that would be useful.
4. The annual program review is to follow the requirements of the FTCC Writing Style Guide.
5. The **Annual Program Review form** is located in the Fill In Forms area of Institutional Effectiveness.

Outline: Annual Program Review

Enter the program's curriculum code and title.

Section I: Program Profile

A. Program Awards: Check all available types of awards for the program during the academic year under review.
B. Mode of Delivery: Check all the modes of delivery that were used in the review year. If the program is available online, indicate the percentage of the degree and/or diploma that were available online during the review year and the previous year.
C. Location of Offerings: Check all locations where courses in the program were offered during the review year.
D. Cooperative Education: Indicate the applicable role of cooperative education in the program during the review year.
E. Resource/Library Holdings: Indicate if the resource/library holdings were reviewed at main campus and the Spring Lake campus during the review year. If "yes," indicate the semester they were reviewed (fall, spring, or summer). If program courses are offered at SLC, the FTCC holdings at the Spring Lake Library must also be reviewed.
F. Comments

Section II:Enrollment

For the review year and the previous years shown, indicate the following

A. Number of students enrolled in the program (Dean of Enrollment Management sends enrollment data to area Dean)
B. Number of sections offered
C. Number of sections made (not cancelled)
D. Average class size
E. Percentage of sections made with enrollment greater than or equal to 12
F. The maximum enrollment for the program
G. Comments: Include any additional or explanatory information. If the program enrollment is capped, indicate the reason for the cap.

Information for this section is available at the Department Chair or Program Coordinator level.

Section III:Graduation

For the review year and the previous years shown, indicate the following:

A. Number of program graduates
B. Percentage of available graduates that are working
C. Percentage of graduates who are working in a curriculum-related job
D. Average annual salary of graduates
E. Comments

Information for this section is available on the Job Placement Report.

Section IV:Graduate Satisfaction

For the review year and the two previous years, indicate the percentage of respondents who indicated a satisfied rating or above in the following areas:

A. Quality of instruction in courses in program area
B. Quality of instruction in courses not in program area
C. Quality of academic program
D. Would the student come back to FTCC for additional education?
E. Would the student recommend FTCC to others?
F. Comments

Information for this section is available on the Graduate Survey.

Section V:Certificates

For each certificate in the program, indicate:

A. The name of the certificate
B. The number of graduates
C. Percentage of certificate that is available online
D. Comments

Information for this section is available at the Department Chair or Program Coordinator level.

Section VI:Licensure/Certification

A. Indicate if a license or certification is a requirement for students to be employed in the program area.
B. Indicate the required pass rate for licensure and/or certification if applicable.
C. In the appropriate license and/or certification areas, indicate the following rates for FTCC students and the state or national average:

    1. Number of graduates eligible to take the exam
    2. Number of first time test-takers who attempted the exam
    3. Number of first time test-takers who passed the exam
    4. Number of repeat test-takers who attempted the exam (if applicable)
    5. Number of repeat test-takers who passed the exam

D. Comments

Section VII:Budget

A. Indicate the number of FTE's generated by the program during the review year.
B. Indicate the number of instruction positions earned during the review year.
C. Indicate the number of instructor positions funded during the review year.
D. Indicate the number of additional positions required (# positions earned less the # of positions funded).
E. Indicate the number of unfilled positions and specify the reason for it being unfilled in the comments area. (For example: unfilled positions due to budget cuts)

F. Indicate the number of positions lost (indicate with a minus) or gained (indicate with a plus) during the review year. Specify the reason in the comments area.
G. Indicate the amount of supplies purchased by the program area.
H. Indicate the amount of equipment purchased by the program area.
I. Indicate the date of hire for the last new full time faculty member.
J. Comments

Information for this section may be obtained through the program Dean or Division Chair.

Section VIII: Faculty

A. Indicate the number of full time faculty assigned to the program.
B. Indicate the number of full time faculty who are cross teaching from other programs. For example, if a full time Accounting instructor is teaching a math course, it would be counted in this section.
C. Indicate the number of part time faculty teaching in the program.
D. Indicate the average full time faculty teaching workload.
E. Indicate the number of semester hours (not courses) taught by full time faculty.
F. Indicate the number of semester hours taught by part time faculty.
G. Indicate the percentage of semester hours taught by full time faculty.
H. Indicate if the faculty credentials database was updated for the program (both full and part time faculty) for the semesters shown.
I. List professional development activities that faculty completed during the review year to maintain currency in the program. Include on and off campus activities such as seminars, workshops, courses, webinars, etc.
J. Comments

Information for this section is available at the Department Chair or Program Coordinator level.

Section IX: Program Evaluation

A. Indicate the date of the last internal review of the program's educational plan and course offerings.
B. Indicate the date of the last program revision.
C. Indicate the date of the last program competencies review.
D. Indicate the date of the last certificate review if applicable.
E. Indicate the accreditation agency and date of the last separate accreditation review. This would include any program specific accreditations (not SACS).
F. Indicate the date of the next separate accreditation review.
G. For any program revisions made during the review year, indicate:
    1. if the Curriculum Committee has approved the changes
    2. if the revisions resulted in a substantive change, and if so, indicate if the changes have been reported to SACS and the separate accreditation agency
H. Identify the three program competencies assessed during the review year. Indicate if the competencies were met, partially met, or not met.
I. Identify how the results from the previous year's assessment cycle have impacted the direction and/or emphasis of the program.
J. Comments

Information for this section is available at the Department Chair or Program Coordinator level.

Section X:Advisory Committee

A. List all of the dates the Advisory Committee met during the academic year.
B. Indicate if the minutes from the committee meeting(s) are posted in WeaveOnline.
C. List the members of the committee, their qualifications, and the number of years of service to the committee. For example, John Doe is a member of the Business Administration/ Human Resources Management Advisory Committee. The program review would read: John Doe HR Director for XYZ Company 4 years
D. List the recommendations from the advisory committee and the responses/actions to the recommendations.
E. Comments

Information for this section is available at the Department Chair or Program Coordinator level.

Section XI:Recruitment/Community Involvement

A. List the recruitment activities for the program during the review year.
B. List the community activities faculty were involved in during the review year.
C. List the committees and other campus activities faculty were involved in during the review year.

Information for this section is available at the Department Chair or Program Coordinator level.

Section XII:Planning Assumptions

A. Identify local trends that would impact the program in the short term and in the long term. Sources of information may include a local newspaper, press releases from organizations, websites, and regional or state reports. Be sure to cite the source(s) of information being used. The information provided in the program review will be used in the development of next year's Planning Guide. Consult the current Planning Guide for additional samples of sources and documentation of sources.
B. Identify state/national trends that would impact the program in the short term and in the long term. Be sure to cite the source(s) of information being used.
C. Identify equipment, supplies, faculty, and facility needs that will be required to meet the short and long term trends.
D. Identify equipment, supplies, faculty, and facility needs that would be desirable to have in the future to meet these trends. Indicate the impact of having these items on the program.
E. Identify any maintenance or repairs needed for classrooms and offices used by the program. Include items such as equipment repairs, painting, damaged furniture, missing items, obsolete equipment, etc.

Conclusion:

A. Indicate the date the program review is posted into WeaveOnline.
B. Sign and date the review. Submit it to the next supervisory level.

ACCREDITATION/CERTIFICATION GUIDELINES

[See Performance Measures and Standards, p. 19: [B.] Passing Rates on Licensure and Certification Exams.]

Introduction

This section is intended to assist with the process of preparing a program self assessment document and to serve as a checklist for all involved. It is not intended to answer every question or cover every potential variable in the accreditation/certification process through specialized agencies.

The guidelines included in this manual are representative of the average agency process for accreditation/certification. Each agency will follow its own specific guidelines.

The Department Chairperson has responsibility for all activities associated with the preparation of the self assessment document and coordination of the on-site visit. However, the Department Chairperson can expect complete cooperation from all offices on campus for assistance needed to complete the self assessment process.

Note: Other Official Reports

Department Chairpersons are directly responsible to the appropriate Division Chairperson or Dean for preparation of the self assessment. The Dean will ensure that all necessary aspects are completed in a timely fashion. The Director of Institutional Effectiveness and Assessment and the Vice President for Academic and Student Services will jointly review the final documents and present them to the President prior to submission to the appropriate agency.

The President's signature must be on all correspondence with accrediting/certifying agencies. Letters of transmittal of reports and responses should have the FTCC President's signature only, unless additional signatures are required by the agency. This insures that nothing is sent to agencies without the President's approval. Correspondence and reports should, therefore, be prepared far enough in advance to allow ample time for the President's review and approval.

2008 ACCREDITING AND APPROVING AGENCIES

1. ACCREDITATION COMMISSION OF THE ACCREDITATION BOARD FOR ENGINEERING AND TECHNOLOGY, INC.

Ms. Maryanne Weiss
Accreditation Director
Accreditation Board for Engineering and Technology Inc.
111 Market Place, Suite 1050
Baltimore, MD 21202-4012

Mr. Dave Hornbeck
Adjunct Accreditation Director, Technology
FAX: (410) 625-2238
(410) 347-7700
www.abet.org

2. AMERICAN BAR ASSOCIATION

ABA Standing Committee on Paralegals
321 North Clark Street
Chicago, Illinois 60610-4714 (312) 988-5618

3. AMERICAN BOARD OF FUNERAL SERVICE EDUCATION

Michael Smith, PH.D.
Executive Director
3432 Ashland Ave., Suite U
St. Joseph, MO 64506

Office: (816) 233-3747, FAX: (816) 233-3793, Cell: (816) 341-2573
Email: exdir@abfse.org ! Web: www.abfse.org

4. AMERICAN DENTAL ASSOCIATION

Commission on Accreditation
211 East Chicago Avenue
Chicago, Illinois 60611 (312) 440-2500

5. AMERICAN PHYSICAL THERAPY ASSOCIATION

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314 (703) 684-2782

6. AMERICAN SPEECH LANGUAGE AND HEARING ASSOCIATION

10801 Rockville Pike (800) 638-8255
Rockville, Maryland 20852 Fax: (240) 333-4705

7. COMMITTEE ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)

1248 Harwood Rd.
Bedford, TX 76021-4244
(817) 283-2835 ! Fax (817) 354-8519

8. JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY

20 N. Wacker Drive (312) 704-5300 ! FAX (312) 704-5304
Suite 900 E-mail: mail@jrcert.org
Chicago, Illinois 60606-2901 Web Site: http://www.jrcert.org

9. ACCREDITATION REVIEW COMMITTEE ON EDUCATION IN SURGICAL TECHNOLOGY (ARC-ST) AND THE COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP)

ARC-ST (303) 694-9262 ! FAX (303) 741-3655
6 W. Dry Creek Circle www.arcst.org
Suite #110
Littleton, CO 80120

10. NATIONAL ACCREDITING AGENCY FOR CLINICAL LABORATORY SCIENCES

5600 North River Road, Suite 720
Rosemont, Illinois 60018-5119
(773) 714-8880 ! FAX (773) 714-8886
E-mail: Naaclsinfo@naacls.org
Web site: http://www.naacls.org

11. NATIONAL LEAGUE FOR NURSING ACCREDITING COMMISSION

61 Broadway 33rd Floor **(212) 363-5555 Ext. 153 or 1-800-669-1656 Ext. 153**
350 Hudson Street **FAX (212) 812-0390**
New York, New York 10006

12. NORTH CAROLINA BOARD OF NURSING

P. O. Box 2129 **Phone: (919) 782-3211**
Raleigh, North Carolina 27602-2129 **Fax: (919) 781-9461**

13. NORTH CAROLINA OFFICE OF EMERGENCY MEDICAL SERVICES

701 Barbour Drive
Raleigh, North Carolina 27603
(919) 855-3935

14. NORTH CAROLINA DEPARTMENT OF JUSTICE CRIMINAL JUSTICE STANDARDS DIVISION

Post Office Drawer 149
Raleigh, NC 27602
(919) 716-6470
(919) 716-6573
Website: www.ncdoj.com ! FAX (919) 716-6572

15. NATIONAL AUTOMOTIVE TECHNICIANS EDUCATION FOUNDATION

101 Blue Seal Drive, Suite 101
Leesburg, Virginia 20175
(703) 669-6650 ! Fax: (703) 669-6125
Web site: http://www.natef.org/

16. NORTH CAROLINA BOARD OF COSMETIC ART EXAMINERS

1201 Front St., Suite 110
Raleigh, NC 27609
(919) 733-4117 ! FAX: (919) 733-4127

17. COMMISSION ON COLLEGES OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

1866 Southern Lane
Decatur, Georgia 30033-4907

2009 INSTITUTIONAL AND PROGRAM ACCREDITATION SCHEDULE

Program	Chairperson/ Program Coordinator	Full Name Of Accrediting Agency	Date of Last Accreditation	Frequency of Accreditation	Date of Next Site Visit	Self-Study Preparation Time	Month Annual Report Due	State Agency	Date of Last Site Visit	Date of Next Site Visit
Civil Engineering Technology	Beymer Bevill	Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc.	2003	6 Years	2009	6-9 Months	July	N/A	2002	2010
Paralegal Technology	Ann Taylor	American Bar Association (Approval)	8/ 2003	7 Years	2009	12 Months	(Interim Report every 2 years) Reapproval report Nov., 2008	N/A		
Funeral Service Education	David Hall	American Board of Funeral Service Education	2003	7 Years	2010	6 Months	December	N/A		
Dental Hygiene Dental Assisting	Susan Ellis Angela Simmons	American Dental Association	10/05	7 Years	Oct. 2012	12 Months	October	N/A		
Phlebotomy	Linda Starling	National Accrediting Agency for Clinical Laboratory Sciences	10/05	4 Years	February 1, 2009	12 Months	Progress Report every 2 years	N/A		
Physical Therapist Assistant	Elaine Eckel	American Physical Therapy Association Commission on Accreditation	10/2004	10 Years	10/2014	12 Months	March/ April	N/A		
Respiratory Care Technology	John Holloman	Committee on Accreditation for Respiratory Care (CoARC)	2/1998	10 Years	March 17-18, 2008	6-8 Months	September	N/A		
Radiography	Anita McKnight	Joint Review Committee on Education in Radiologic Technology	1/99	7 Years	5/2008	9 Months	November 17, 2007	N/A		

2009 INSTITUTIONAL AND PROGRAM ACCREDITATION SCHEDULE

Program	Chairperson/ Program Coordinator	Full Name Of Accrediting Agency	Date of Last Accreditation	Frequency of Accreditation	Date of Next Site Visit	Self-Study Preparation Time	Month Annual Report Due	State Agency	Date of Last Site Visit	Date of Next Site Visit
Surgical Technology	Terry Herring	Accreditation Review Committee on Education for the Surgical Technologist	4/1998	10 Years	TBA	9 Months	April	Association of Surgical Technologists Inc.	4/98	TBA
Practical Nursing	Sandra Monroe				Fall 2009			NC Board of Nursing Report Due Oct./Nov.	11/29 & 30/01	Fall 2006
Associate Degree Nursing	Jack Smith	National League for Nursing Accrediting Commission	2/2002	8 Years	2/2010	12 Months	December	NC Board of Nursing Report Due Oct./Nov.	11/29 & 30/01	Fall 2009
Emergency Medical Science	Richard Criste	North Carolina Office of EMS	6/2004	4 years	TBA	9 Months		NC Office of Emergency Medical Services	7/97	TBA
Speech-Language Pathology Assistant	Michelle Holmes							Accreditation guidelines are currently being developed. Resolution pending to remove ASHA accreditation of SLPA programs.		
Basic Law Enforcement Training	John Ellinwood	NC Dept. of Justice CJ Ed & Training Stds. Div.	9/30/06	5 years	11/22/11	N/A	N/A	NC Criminal Justice Training & Standards	Sept. 13, 2001	Nov. 22, 2011
Southern Association of Colleges and Schools	Barbara Tansey (and) Carl Mitchell	Commission on Colleges of the Southern Association of Colleges and Schools	12/01	10 Years	2011	18 Months	December	NA		

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE'S LICENSURE/ACCREDITATION STATUS

Fayetteville Technical Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award certificates, diplomas and associate degrees. The Southern Association of Colleges and Schools is a regional accrediting agency for the purpose of identifying and accrediting educational institutions which meet their standards for quality and scope of higher education.

From the College's beginning in 1961 to its initial SACS accreditation in 1967, FTCC was accredited by the North Carolina State Board of Community Colleges, then under the State Board of Education, as specified in Chapter 115D of the General Statutes of North Carolina. Once all colleges in the system were accredited through SACS, it was no longer necessary for the State Board of Education to provide an accreditation process for its members.

Fayetteville Technical Community College was last re-accredited by the Southern Association of Colleges and Schools in December 2001.

COMPLIANCE TO STANDARDS

FTCC utilizes both regional and agency accrediting standards to ensure its compliance with standards related to an educational setting. If areas for improvement are discovered during the self assessment process, the College either responds to these before the on-site visit or establishes a schedule by which improvements will be made. If areas of non-compliance are identified, they are brought into compliance with standards as quickly as possible.

As an educational institution, FTCC has policy and procedures manuals which cover all faculty responsibilities, reporting relationships, benefits, academic freedom, and other employee concerns. Financial stability of the College is addressed through provision of records. College catalogs and student handbooks clearly display admissions, grading, and program information; all information relating to students' rights and responsibilities is included. Organizational charts and job descriptions are available to all personnel and show how each credit program offered by the College fits into the overall operation of the unit.

The College provides conscientious administrative support to all its programs. Institutional and program accreditations are believed to provide exceptional opportunities for evaluating FTCC's compliance to standards of excellence in education.

PROCESS FOR SPECIALIZED ACCREDITATION/CERTIFICATION SELF ASSESSMENT OR COMPLIANCE REPORT

1. On-going Actions Prior to Self Assessment or Compliance Report

a. Samples of Student Work

Most agencies require samples of student work over a period of time. Therefore, it is suggested that Department Chairpersons:

(1) Check the previous self assessment guide for the program to determine the kinds (tests, lab sheet, report, etc.) and amount of student work required to be available to the visiting team, and

(2) Collect sample of student work over a period of several years, not just during the year the compliance report is prepared.

b. Advisory Committee Involvement

Advisory committees are an invaluable resource for all programs. Accredited or certified programs are required to provide information on the quality and quantity of input and interaction the program Advisory Committee has with FTCC personnel and students. Therefore, the following procedures are suggested:

(1) Be familiar with FTCC's *Advisory Committee Handbook*; ensure all Advisory Committee members have a copy; use a portion of one Advisory Committee meeting each year to review its contents.

(2) Review the composition of the Committee to make sure all appropriate groups are represented by membership.

(3) Have regular, meaningful Advisory Committee meeting.

(4) Prepare detailed minutes of the meetings showing that substantive issues are covered at the meetings and that Committee members contribute to decisions. (The *Administrative Procedures Manual* requires that a copy of the minutes be sent to the Associate Vice President for Curriculum Programs and the appropriate program Area Dean.)

(5) Keep a copy of all correspondence with the Advisory Committee on file (letters, minutes of meeting, etc.)

(6) Involve the Advisory Committee in the self assessment process. (Most agencies require documentation of this.)

c. Licensing/Certification Exams

If your program requires graduates to pass licensing or certification exams in order to work in field, copies of scores from these exams should be periodically updated (and a file copy kept) on the form from the Office of the Associate Vice President for Curriculum Programs and on the program Compliance Checklist (**Appendix E, p. 147**). The Institutional Effectiveness and Assessment Office should also be sent a copy of all licensure and certification results and kept abreast of any changes and/or corrections.

d. Advertising Program Accreditation/Certification Status

Most agencies specify the wording for stating the accreditation/certification status of a program for promotional materials. Be sure to check on this before posting accreditation statements within brochures or in other promotional materials. Also, verify statements in the College catalog and notify the Office of the Associate Vice President for Curriculum Programs or appropriate Program Area Dean if corrections need to be made.

2. Agency Notification that Self Assessment Report is Due

Agencies vary in the methods they use to notify institutions that the program's accreditation/certification is expiring and that the program must go through the self assessment process to be reaffirmed.

For example:

a. The President should always receive the official notification.

b. The Vice President for Academic and Student Services, Associate Vice President for Curriculum Programs, or Dean may receive the notification.

c. The Division/Department Chairperson may receive the notification.

d. All or a combination of the above may receive the notification.

A copy of all correspondence received by the Division/Department Chairperson regarding re-accreditation/re-certification should be sent to the Associate Vice President for Curriculum Programs and the Director of Institutional Effectiveness and Assessment immediately. The Associate Vice President for Curriculum Programs or his designee will advise action to be taken. The appropriate Dean will work with the Division/Department Chairperson to coordinate all self assessment actions.

3. General Information

a. **Program Faculty Participation:** All program faculty will be expected to assist with preparing the self assessment, the on-site visit, and the activities of the on-site visit.

b. **Related Faculty Participation:** Visiting teams often request to meet with faculty members teaching related and general education courses which are required in the program. Arrangements must be made through the appropriate Dean in advance and as early as possible. Use a memo to request assistance and explain the nature of the assistance needed.

c. **Calendar:** The Dean will coordinate with the Division/Department Chairperson to establish a calendar for the self assessment process. The Dean will request assistance from the Director of Institutional Effectiveness and Assessment, if necessary, and will provide a copy of the self assessment calendar, once it is finalized, to the following persons:

Vice President for Academic and Student Services
Associate Vice President for Curriculum programs
Director of Institutional Effectiveness and Assessment
All Steering Committee Members

Note: At the first meeting of the Steering Committee, the calendar should be finalized (and revised copies distributed to all above persons, if revisions are made.)

d. Composition of Self Assessment Steering Committee: Members of the Steering Committee are determined by the type of information required. Because most agencies require similar information, the Steering Committees for self assessments usually are composed of the following:

Institutional Administration:	Director of Institutional Effectiveness and Assessment
Academics:	Associate Vice President for Curriculum Programs (Chairperson) Appropriate Program Area Dean Division Chairperson Department Chairperson Department Faculty (3)
Student Services:	Associate Vice President for Student Services Director of Counseling Services
Finance:	Vice President for Financial Services
Learning Resources:	Director of Library Services
Students:	Current Student(s) and alumnus are welcome additions to the Steering Committee (and are required by some agencies).

e. Meeting of Self Assessment Steering Committee: The self assessment Steering Committee will meet until the length of time expected for completion of the paper (see Institutional and program Accreditation Schedule). Prior to the scheduling of the initial meeting, Division/Department Chairpersons meet with their appropriate Deans. The Vice President for Academic and Student Services is the chairperson for the Steering Committee and is advised by the Deans of all progress and problems related to the self assessment process. The following steps are suggested:

(1) Consult the guidelines or manual provided by the accrediting agency to determine the length of time needed to prepare the self assessment, the expected time for the on-site visit, and type of information required.
(2) Make an appointment with the appropriate Dean to establish a calendar for the self assessment and to appoint members of the Steering Committee for the self assessment.
(3) Once #2 is completed, the Program Area Dean will prepare a memo for the Associate Vice President for Curriculum Programs' signature calling the initial meeting of the Steering Committee.

f. **Subsequent Meetings of Self Assessment Steering Committee:** There is no specified number of meetings for this committee. It is suggested that the committee meet a minimum of the following:

Initial Meeting:	Determine the process. Set deadlines for submission or information/tasks to be completed (adopt calendar). Distribute the requests for information/assistance.
Meeting to Discuss First Draft:	Verify information; determine what needs to be done before final draft.
Meeting to Discuss Final Draft:	After final draft is completed and distributed, meet to verify information
Meeting to Discuss On-Site Visit:	Coordinate all activities associated with on-site visit.

g. **First Draft of Compliance Report:** The first draft of the compliance report should be keyed in by departments' faculty secretaries. The word processing software to be used should be Word and should follow the guidelines contained in the FTCC Writing Style Guide (unless the accreditation agency specifies a different format or style).

h. **Interim Drafts of Self Assessment:** Interim drafts should be done, as necessary, within the committee with the appropriate involvement of the Steering Committee to achieve a "final" draft for review by the Deans and Associate Vice President for Curriculum Programs.

i. **Final Draft of Self Assessment:** A copy of the revised "final" draft of the Self Assessment should be sent to all Steering Committee members. After an appropriate time period (one week minimum) the Steering Committee should meet to discuss the final draft. Changes will be incorporated into the "completed" Self Assessment. The Associate Vice President for Curriculum Programs has final responsibility for Self Assessment content.

j. **Completed Self Assessment:** The Director of Institutional Effectiveness and Assessment, the Associate Vice President for Curriculum Programs, and the Program Area Deans will coordinate to present the final Self Assessment document to all appropriate persons. The Associate Vice-President for Curriculum Programs will obtain all required signatures from College personnel. The Deans will coordinate with the Division/Department Chairperson in obtaining other required signatures and getting copies made, distributed and mailed.

k. **Number of Copies:** Each agency requires that a different number of copies be sent. Check the Guidelines, Manual, or Criteria from the agency for this number, and add the following:

Department: Department Chairperson determines number needed

Administrative Distribution: 5 copies - See following distribution:
Associate VP for Curriculum Programs: 1
Director of Institutional Effectiveness and Assessment: 1
Vice President for Academic and Student Services: 1
Program Area Deans: 1
Learning Resource Center: 1

l. **Letter of Transmittal:** A cover letter with the President's signature (and other appropriate signatures as required by the agency) should accompany the self compliance report and the College's response to the off-site and/or on-site Team's report. This letter should be prepare for the President's signature by the Associate Vice President for Curriculum Programs or his designee and submitted with the final copy of the self compliance report.

m. **Site Visit and Exit Interview:** The dean/department chairperson should notify all Steering Committee members of the planned visit by the accrediting agency to include date, location, and times of expected meetings/interviews with accrediting agency members. Steering Committee members should also be made aware of the date, time, and location for the Exit Interview with the accrediting agency and should be expected to attend.

4. Accreditation/Certification Process Chart

Beginning of Process

President Receives Notification → Sends to → Vice President for Academic and Student Services → Who Sends to → Associate Vice President for Curriculum Programs → Who Sends to → Director of Institutional Effectiveness and Assessment

Coordination Among:

- Associate Vice President for Curriculum Programs
- Appropriate Dean(s)
- Director of Institutional Effectiveness and Assessment
- Division/ Department Chairperson

Finalizing Process:

Associate Vice President for Curriculum Programs → Sends to → Director of Institutional Effectiveness and Assessment → Presents to → Vice President for Academic and Student Services

Vice President for Academic and Student Services
or
Director of Institutional Effectiveness and Assessment
→ Presents to → President

To ensure that all necessary individuals are involved in the program self assessment, the above flow of information is suggested. However, the appropriate Program Area Deans and the Department and Division Chairpersons will have the most involvement in coordinating and writing the self assessment. The Program Area Deans will keep both the Associate Vice President for Curriculum Programs and the Director of Institutional Effectiveness and Assessment informed of the progress of the self assessment throughout the process. Frequent communication and cooperation makes the process comfortable and workable.

EXHIBIT A
2007-2009 NCCCS PLANNING ASSUMPTIONS

1. Demographic Trends

Rapid world population growth is anticipated, which will be experienced disproportionately among developing countries – countries with relatively low levels of industrial capability, technological sophistication, and economic productivity.

- World population will double in the next 40 years, 95% of the increase in developing countries.
- In most countries, people will live longer.
- Industrial countries will experience declining birth rates.
- In 2002, the U.S. birth rate fell to the lowest level since national data have been available. The current low birth rate primarily reflects the smaller proportion of women of childbearing age in the U.S. population, as baby boomers age and Americans are living longer.
- By 2015 more than half the world's population will be urban.
- Cross border migration will increase – legal and illegal immigrants now account for more than 15% of the population in more than 50 countries.
- The US is experiencing the largest influx of immigrants in a century. These immigrants, mostly Latin American, are predicted to alter the national landscape. The Pew Hispanic Center reported that in 2004 Hispanics comprised 14% of the US population, with whites at 68% and African Americans at 12% of the population. The Latino population is predicted to more than double by 2050, when whites are predicted to comprise 53% of the US population and African Americans 13.5%.

North Carolina's population will continue to outpace most other states.

- Between 2000–2004, NC population growth was the 6th largest in the nation. The state is predicted to experience a 55% increase (12 million people) between 2000 and 2030.
- Population growth is being experienced largely in metropolitan areas: Charlotte and RDU.
- Much of the state's population growth is being fueled by in-migration of (primarily) Hispanics and Asians.
- The Latin population of NC is the second fastest growing of any state in the nation. Continued immigration and high birthrates among Latinos will carry this trend into the future.
- While Latinos and other immigrants boost the NC economy, their entry puts new and wide-ranging pressure on the state's social and educational infrastructure: social services, housing, health care, education.

The most dynamic element of NC population growth is net migration – the inflows of people into a region or country minus the outflows.

- In-migration – people moving into the state – accounted for 71% of NC population growth between 1990 and 2000.
- Between 1995 and 2000, NC ranked 3rd in the nation for net domestic migration –the number of people moving from another state (NY, FL, CA, MD, NJ, OH, PA, and VA) into NC.
- Between 1995 and 2000, NC ranked 1st in the rate of increase of foreign-born population. Most from Mexico, with a smaller number from Asia, most move to NC from "gateway" states such as CA, NY, FL, and TX.

A few NC metro and resort regions are experiencing a disproportionate amount of all NC population growth.

- The strongest population growth is being experienced in the Piedmont corridor, in and around the state's largest metro areas.
- The Wilmington metro area has also recorded substantial increases.
- Some rural counties, mostly on the coast or in the mountains, grew faster than the state in general due to growing popularity as resort and retirement locations.
- Beyond this handful of NC counties, slow growth and loss of population is occurring in most NC counties. Between 1990 and 2000, only three (3) NC counties lost population, and between 2000 and 2004, 16 NC counties lost population.
- Many of the NC counties losing population are concentrated in the northeast, extending from some coastal areas into the Inner Coastal Plain.

North Carolinians are getting older.

- The NC population is an increasingly older population due to the aging of Baby Boomers and to the influx of retirees.
- A dramatic increase in the 65+-population segment is predicted, increasing from roughly 10% of the total population in 1980 to 18% in 2030.
- Younger North Carolinians (median age of less than 34) are most likely to be located in metro regions, college & university areas, and on military bases.
- Older North Carolinians (median age of more than 42) are most likely to be located in the western mountains or several coastal counties.

2. Economic/Fiscal Trends

Globalization – a networked global economy driven by largely unrestricted flows of information, ideas, cultural values, capital, goods, services, and people – will continue to connect and affect all economies.

- A sustained period of global economic growth that is broadly based, including industrialized and many developing countries, is predicted through 2015.
- While the global economy will be prone to periodic financial crises, its capacity to correct itself will remain strong.
- The strongest economies will be found among the emerging markets of China and India. Exceptions to a strong global economy include Sub-Saharan Africa, the Middle East, and parts of Latin America that will continue to suffer.
- The information revolution will make poverty more visible. Those left behind will face political instability and cultural alienation that may foster political, ethnic, ideological, and religious extremism.

On the heels of the Recession of 2001 (brought on by the bursting tech bubble, 9/11 attacks, stock market losses, stagnant job markets, corporate accounting scandals, and war in Iraq) a sustained recovery is predicted for the US economy through 2012.

- Disposable income is projected to increase at an average annual rate of 4.3%.
- Civilian household employment is predicted to increase 1.2% per year.
- Personal consumption spending – two-thirds of all US economic activity – will grow with health care expenditures a major contributor.
- In spite of being in the third year of economic recovery, in 2004 the US experienced an increase in poverty for the first time in half a century. The US poverty rate, 12.7%, is the highest in the developed world.
- Exports of goods and services are projected to grow 5.7% annually.
- Imports are projected to grow at 5.2%, much lower than the 8.7% growth rate experienced between 1992 and 2002.
- The US will continue to have an overall trade deficit – a continued increase in the trade surplus for services will not offset an even larger deficit in trade for goods.

The State of North Carolina has been more negatively impacted than the nation as a whole by the Recession of 2001 and continues its struggle to restructure the NC economy.

- In the 1990's the NC economy grew more rapidly than all but eight (8) other states, fueled by the strength in the manufacturing and high-tech sectors. The worsening economy, however, did not stop the flow of migrants into the state, creating an onerous imbalance of population and job growth, which lead to increased unemployment rates, stagnant wages, and reduced tax revenues.
- NC is among one of the last regions in the nation to de-industrialize – shift from a "Farm & Factory" economy to the new "Knowledge Economy."

- The employment and infrastructure needs of knowledge-based industries do not match up well with the cheap unskilled labor and small, isolated locations indicative of NC manufacturing.
- The skills gap will continue to be a challenge in the state's transition to the Knowledge Economy.

The North Carolina economy is expected to grow in spite of its challenges.

- By 2010, North Carolina is projected to add ¾ of a million jobs to the workforce.
- Most job growth will occur in services occupations (office jobs to janitorial services), with substantial growth in professional and technical fields (education, health, and information technology), and considerable growth in management and financial positions.
- A number of emerging job growth areas appear to have great potential but require more students with math and science skills:
  1. Advanced materials (materials that involve knowledge and creation of materials at the molecular and/or atomic scale for the purpose of advancing technology and improving the human experience) and advanced manufacturing (the insertion of new technology, improved processes and management methods to improve the manufacturing of products – improving how you make what you make)
  2. Biotechnology and pharmaceuticals
  3. Computing, software, and the Internet
  4. Designs & arts, logistics & distribution
- Job growth is expected to occur primarily in urban areas, concentrating in the state's metropolitan core, particularly in the Raleigh and Charlotte metro areas. (Seventy-four percent of total NC job growth between January 1997 and May 2004 occurred in two counties: Wake and Mecklenburg.)
- Job growth in urban areas will likely accelerate migration out of small towns and rural areas.
- Stimulating economic growth outside the state's metropolitan and resort areas will be a continuing challenge.

Significant gaps exist between projected occupational openings and degrees currently being produced.

- BA degree shortage: computer-related fields, nursing & teacher education
- Community college degree shortage: Registered nurses (over half of all nursing licenses go to out-of-state nurses), EMTs, medical & clinical lab techs, medical transcriptionists, administrative assistants, legal secretaries, computer programmers, surveying & mapping techs
- The opportunity exists for community colleges to provide – in addition to lateral entry – credentialing or transfer coursework in teacher education.
- While more difficult to predict, gaps are also expected in supplying the workforce for emerging industries.
- The opportunity exists for community colleges to provide short-term training and workforce development in high-skill, high-wage jobs associated with emerging and existing industries.

3. Socio-Cultural Trends

The doubling of the world's population will cause global stresses and strains.

- Global agriculture will need to supply as much food as has been produced during all of human history in the next 40 years.
- The greatest levels of fertility will occur in nations least able to support increased population.
- Migration from the Southern Hemisphere to the North will be rapid.
- Cultural clashes between natives and immigrants will have a destabilizing effect on some societies.

As the population of the developed world continues to live longer, the elderly population continues to grow dramatically everywhere.

- Global demand for products and services aimed at the elderly will continue to grow quickly.
- The cost of health care is destined to skyrocket, but may be offset by dramatic advances in geriatric medicine
- The burden on national economies will be difficult to sustain under the current medical and social security systems.
- The ratio of working-age people to retirees will drop significantly.
- The resulting competition for resources between retirement-age Baby Boomers and working-age children and grandchildren may have a destabilizing effect.
- Critical shortages of US nurses and doctors specializing in diseases of the elderly will further strain the healthcare system.

The Knowledge Economy and its growth of information-based industries are creating a knowledge-dependent global society.

- The average PC station will soon combine computer, fax, picture phone, copier, and will include real-time voice translation for up to eight (8) common languages.
- Information will become the primary commodity of more industries.
- The Internet makes it possible for small businesses to compete on equal footing with industry leaders.
- Knowledge workers are better paid than less-skilled workers are; however, higher levels of education are required for a productive role in the workforce.
- Consumerism continues to grow rapidly. A networked society where shoppers have access to information about products, pricing, services, delivery time, and customer reviews, facilitates a consumerist society.

The blending of cultures brought about by increasing immigration and advances in communications and transportation technologies will intensify global cultural diversity.

- Information technologies promote long distance communication, which serve to diminish cultural barriers.
- Within the US and Europe, as business carries people from one area to another, regional differences, attitudes, incomes, and lifestyles will become blurred.

- Powerful reactions against cultural changes may produce backlashes.
- The burden to accommodate foreign-born residents will continue to fall on employers, who will be expected to make room for diverse languages and cultures.

Societal values are rapidly changing.

- Developed societies will increasingly take their cues from Generations X and Y instead of the Baby Boomer Generation, which has dominated Western thinking for most of the past 40 years.

- Both self-reliance and cooperation will be valued, as people recognize that they can no longer depend on or fall back on Social Security, pensions, stocks, etc. while group action is revealed to be the best way to optimize scarce resources.
- Due to the post 9/11 effect, Americans value and prefer a greater sense of safety at the cost of greater government surveillance and intervention in our lives.
- Narrow, extremist views of either the Left or Right will slowly lose their appeal; moderate Republicans and conservative Democrats will eventually lead their parties.
- Generations X and Y place increasing importance on economic success, which they have come to expect, but many lack the means to achieve their high expectations. Only one in three high school graduates go on to receive college degrees. Many who want to go to college cannot afford the high cost.
- There will be demand for greater accountability and transparency in the US business community – a wave of stockholder protection laws and regulations can be expected.

Tourism, vacationing, and travel will continue to grow into the next decade.

- People, especially two-earner families, will have more disposable income and will spend it on travel.
- The hospitality industry is anticipated to grow at least 5% annually for the foreseeable future.
- Tourism will benefit as Internet virtual tours replace printed brochures and web sites provide detailed information.
- Multiple, shorter vacations throughout the year will replace the traditional 2-week vacation.
- More retirees will travel off-season, spreading travel throughout the year.

Physical-culture and personal-health movements, while far from universal, will remain strong.

- An emphasis on preventive medicine is growing with the recognition that it is much less expensive to prevent disease than to treat it.
- Smoking is in general decline in the US. Younger generations are proving to be more responsible drinkers.
- We are and continue to be more conscious of our appearance and physical conditions.
- Diet, fitness, stress control, and wellness programs will prosper.

- Like tobacco companies, producers of snack foods, liquor, and other medically dubious products will target markets in developing countries.

Family structures are becoming more diverse.

- In periods of economic difficulty, children and grandchildren move back in with their families of origin. One third of all US Generation X'ers have returned home at some point in their lives.
- Growing numbers of grandparents are raising their grandchildren because drugs and AIDS have left the middle generation unable or unavailable. In Africa, AIDS has orphaned 12 million.
- The nuclear family appears to be rebounding as Baby Boomer and Generation X parents focus on their children and grandparents retain more independence and mobility.

4. Political/Legislative Trends

In a second term as president, George W. Bush will pursue an ambitious political agenda.

- A Republican Congressional majority, projected to remain well into the future, will help advance the Bush agenda, which includes the taking on the tax code, social security, education, and Supreme Court appointments.
- The financial costs associated with the War on Terror and natural disasters may negatively affect funds intended for education.
- In spite of a Republican majority, more contentious policies will be met with strong Democratic resistance.

Federal legislative trends have the capacity to reduce resources while increasing accountability.

- The latest Reauthorization of Higher Education Act threatens to reduce student financial aid while giving for-profit colleges access to federal grants.
- As costs increase, public institutions can expect increased scrutiny from state legislatures and Congress.
- An eventual higher education version of the No Child Left Behind Law seems highly probable.

While state budget outlooks appear to be improving across the board, North Carolina continues to face structural budget challenges on the revenue side.

- In July, the State Budget Officers and National Governors Association reported that state revenues were 2.1% higher than estimated.
- Only five (5) states had to make cuts after passing 2005 budgets, compared with 18 in 2004 and 37 in 2002 and 2003.
- State revenues continue to recover from a "perfect storm" scenario: After enacting sizable tax cuts and approving substantial

investments in state services during the 1990s boom period, state revenues were hit hard by the Recession of

- 2001, Hurricane Floyd, 9/11 attacks, stock market downturn and repayment to retiree pensions and citizens unconstitutional intangibles tax. As tax revenues decreased, health care costs exploded, enrollment in state education institutions increased substantially, unemployment rates increased, and state debt payment costs increased.
- Concern remains regarding whether or not NC revenue growth can keep pace with expenses.
- Continuing pressure is being brought to bear on the elimination of corporate income tax, the third largest source of tax revenue for the state.
- The continued decline of traditional manufacturing, the reduction of consumer spending due to rising energy costs, and the temporary status of certain tax increases are expected to continue limiting the revenue stream.

Local and county budgets will, likewise, be challenged in the projected environment, leaving community colleges faced with increasing capital funding needs for buildings/facilities.

- Initiatives for property or sales tax support will complement state bond efforts in the coming years to meet major demands put on physical plants, especially as campuses age and renovation is required.

5. Technology Trends

Technology increasingly dominates economy.

- The pace of technological change accelerates with each new generation of discoveries and applications.
- Information is a primary “commodity” of the Knowledge Economy. Technology provides access to information, yet new technologies require higher levels of education and training.
- Technology is increasing product obsolescence and worker productivity.
- Research and development will play a growing role in the economy as organizations try to remain on the forefront of technological advances.

Technology increasingly dominates society.

- All aspects of our daily lives increasing are touched by, if not dependent upon, technology.
- Important medical advances continue almost daily.
- Advances in transportation technology make travel and shipping faster, cheaper, and safer.

Internet usage is growing.

- Internet-based commerce is growing rapidly.
- Most Internet communication is commercial – business-to-business – as opposed to personal email.
- Rapid expansion of the Internet connectivity will continue in developing countries like India and China.

The demand for Information Technology (IT) in education is increasing in the face of dwindling budgets.

- Students show up on campuses today with more electronic devices, and they expect technical applications, services, and support.
- Spending on IT in higher education, while still over $5 B, is declining due to budgetary constraints.
- IT spending at private institutions is increasing at the same time IT spending is decreasing in public higher education: Private institutions invest $553 per student while public institutions invest $203.
- Unlike other IT spending, wireless access is on the rise in higher education.

6. Higher Education Trends

Learning is the currency of the Knowledge Economy.

- One set of skills acquired in youth no longer is sufficient in the new economy.
- 75% of today's workforce needs retraining just to keep pace.
- For both people and places in the South, education and the ability to learn and learn continuously will be a prerequisite for economic and social success.
- Jobs that pay middle class wages require a demanding High School education followed by further education and training.
- Computer literacy will increasingly be required of all workers – Information Technology at all levels will be needed.

Low educational attainment in the South will be a stumbling block to competing in the global Knowledge Economy, which requires workers with education and training beyond High School.

- North Carolina is one of the lowest performing states in the percentage of young people earning a High School credential.
- Approximately 19% of NC adults do not have a High School diploma versus 14% nationally.
- Most students enter ninth grade with inadequate reading, math, and science skills.

While the State of North Carolina has made gains over the past decade, educational challenges and gaps remain.

- **Poverty**: Low-income students perform poorly in math. A smaller percentage of low-income students enroll in higher education.
- **Race**: Nationally, only 1 in 8 black students and 1 in 7 Hispanic students scored proficient or higher in reading; math scores are even lower. In NC, black High School students are only two-thirds as likely to enroll in upper-level math and science.
- **High School graduation rates**: A smaller percentage of NC students graduate from High School than a decade ago.
- **Affordability**: Wages lagging behind cost-of-living increases, rising tuition rates, increasing text book prices, and possible competition from private non-profits for Pell and other Federal financial aid funds are making higher education less affordable.
- These trends place increase importance on student retention.

Demand for higher education is increasing and opening a window of opportunity for competition.

- While the rates of growth among the 18-24 year old and 25 years and older age segments will increase, community colleges continue to increase their share of college goers in all segments.
- The capacity to absorb more students will be severely limited without additional funds.
- Adult students demand flexibility (non-traditional classroom and pedagogical arrangements), a need that for-profit higher education providers (University of Phoenix, ECPI, etc.) appear more willing and better able to provide.
- For profit higher education providers increasingly are offering degrees in occupational gap areas such as health care and computer technology.
- Education and other high value services such as tax preparation, medical diagnostics & legal services are being outsourced to countries like India.

Planning Assumptions, Edited 11/08/05
NCCCS Strategic Plan 2007-2009
Prepared by Dr. Betty Adams

EXHIBIT B
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE (FTCC)
2009 PLANNING ASSUMPTIONS
AND TRENDS AFFECTING FTCC

Economic Trends and Assumptions

1. The following chart represents employment throughout Cumberland County for 2006 and 2007 (2008 data not released yet)**:**
(***http://cmedis.commerce.state.nc.us/countyprofiles/files/pdf/cumberland from 2006 [third quarter] & 2007[fourth quarter])***

WORKFORCE	**Cumberland County**						**North Carolina**					
WORKFORCE BY INDUSTRY	Avg. Emp.		% Total		Avg. Annual Wage		Avg. Emp.		% Total		Avg. Annual Wage	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
TOTAL PRIVATE INDUSTRY	82,704	85,151	71.5	71.6	$28,392	$29,848	3,208,920	3,392,501	82.8	83.3	$39,104	$36,972
TOTAL GOVERNMENT (breakdown Below)	32,995	33,779	28.5	28.4	$38,168	$41,860	666,506	678,349	17.2	16.7	$41,340	$39,208
Federal-civil service at Bragg & Pope, DOD, VA, Post Office, FBI, etc. State-ESC, FSU, FTCC, local/state employees, courts, crime control, voc rehab Local-civic center employees, county school employees, CFV Med. System, municipal employees (all towns), PWC, etc.												
TOTAL ALL INDUSTRIES	115,699	118,930	100	100	$30,940	$33,280	3,875,426	4,070,849	100	100	$38,688	$37,336

INDUSTRY UPDATE	**Cumberland County**						**North Carolina**					
TOTAL WORKFORCE BY INDUSTRY	Avg. Emp.		% Total		Avg. Annual Wage		Avg. Emp.		% Total		Avg. Annual Wage	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
AGRICULTURE, FORESTRY, FISHING, & HUNTING	136	190	0.1	0.2	$21,996	$22,828	25,671	30,294	0.7	0.7	$27,820	$26,884
UTILITIES	319	380	0.3	0.3	$43,784	$40,144	14,431	13,939	0.4	0.3	$74,932	$71,656
CONSTRUCTION	5,875	6,633	5.1	5.6	$31,616	$35,984	233,264	255,709	6.0	6.0	$35,776	$37,908
MANUFACTURING	8,436	7,553	7.3	6.4	$49,296	$52,052	554,720	537,281	14.3	13.2	$46,332	$45,552

INDUSTRY UPDATE	Cumberland County						North Carolina					
TOTAL WORKFORCE BY INDUSTRY	Avg. Emp.		% Total		Avg. Annual Wage		Avg. Emp.		% Total		Avg. Annual Wage	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
WHOLESALE TRADE	2,483	2,597	2.1	2.2	$36,868	$38,740	173,483	182,823	4.5	4.5	$54,652	$53,092
RETAIL TRADE	15,679	15,047	13.6	12.7	$22,828	$23,244	445,599	462,301	11.5	11.4	$23,296	$24,336
TRANSPORTATION and WAREHOUSING	5,504	4,137	4.8	3.5	$35,048	$32,812	136,630	115,772	3.5	2.8	$37,700	$37,492
INFORMATION	2,229	2,213	1.9	1.9	$42,016	$40,144	74,526	72,926	1.9	1.8	$58,188	$53,300
FINANCE & INSURANCE	2,387	2,469	2.1	2.1	$42,744	$40,040	145,994	152,965	3.8	3.8	$96,148	$61,516
REAL ESTATE & RENTAL AND LEASING	1,634	1,724	1.4	1.4	$28,652	$28,704	48,850	54,786	1.3	1.3	$35,620	$34,996
PROFESSIONAL & TECH SERVICES	4,532	4,600	3.9	3.9	$38,948	$45,864	170,412	182,439	4.4	4.5	$56,160	$56,264
MGT. OF COMPANIES & ENTERPRISES	316	294	0.3	0.2	$43,940	$39,572	69,004	69,658	1.8	1.7	$105,352	$71,448
ADMINISTRATIVE & WASTE SERVICES	7,192	7,636	6.2	6.4	$24,336	$25,272	222,470	243,995	5.7	6.0	$25,220	$26,260
EDUCATIONAL SERVICES	13,454	1,225	11.6	1.0	$29,484	$30,472	365,681	57,097	9.4	1.4	$33,488	$36,972
HEALTH CARE & SOCIAL ASSISTANCE	16,948	11,628	14.6	9.8	$35,308	$29,380	497,520	434,459	12.8	10.7	$35,308	$35,776
ACCOMMODATION & FOOD SERVICES	12,126	11,901	10.5	10.0	$11,440	$12,324	309,612	346,693	8.0	8.5	$12,896	$13,520
OTHER SERVICES EX. PUBLIC ADMIN	3,545	3,595	3.1	3.0	$23,608	$28,860	96,207	103,559	2.5	2.5	$23,868	$24,700
UNCLASSIFIED	544	318	.5	0.3	$22,516	$26,624	22,283	17,783	.06	0.4	$26,416	$33,852

2. Three sectors provide the majority of all Fayetteville area jobs: government (28.4%), retail trade (12.7%), and accommodation and food services (10.0%). (*NC Department of Commerce: Economic Development Information System [EDIS], County Profiles: Cumberland County) and (http://www2.nccommerce.com/cmedis/countyprofiles/co_profile.cfm from 2006 [third quarter] & 2007 [fourth quarter]*)

3. Fort Bragg, with over 40,000 military personnel, sustains approximately 225,000 residents within a 50 mile radius of the post who are connected by service, employment, retirement, or dependency to the military and contribute directly to the area's economy. (***Fayetteville Observer, 11/06/05 and Ongoing 2008 trend***)

4. Over the next five years, because of the 2005 federal Base Realignment and Closure (BRAC) actions and other growth at Fort Bragg and Pope AFB, our area will experience an influx of over **6,992** new military personnel and their dependents, 6,273 new Army Civilians and their dependents, and 12,348 new Defense Contractors and their dependents. Taking into account the new jobs and businesses, as well as approximately 15,181 economic migrants looking to take advantage of new jobs, total growth is projected to exceed 40,800 residents by 2013. (***Source*: *BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***) Additionally, FTCC will need to provide training support to the influx of military contractor employees that will likely reside within the new Military Business Park. This park is now under construction, and will be tailored to the business related needs of their 3,116 employees expected to come from Atlanta between now and 2011, as part of the base-realignment process. Construction on the new Military Business Park began in Fall 2008 and FTCC will work closely with incoming business professionals of the Military Business Park to ensure their employee training and development needs are met in vocational, professional and technical areas that our College can provide training support and assistance. (***Source: Fayetteville Observer, Sep 19th, 2008 Edition***)

5. A slowing economy has left many non-skilled workers jobless. In seeking reemployment, these workers will be faced with jobs that have become more complex and require higher levels of skills and knowledge in an age of rapidly changing technology and digitization of information. Community colleges will be the primary training ground to bring higher skill levels to these workers. (***Community College Week 2005 and Ongoing 2008 trend***)

6. Through 2011, the construction industry in Cumberland County will benefit from the additional military investment in the region. Region-wide demand for additional construction jobs will peak in 2011 at approximately 6,265. FTCC will be instrumental in providing workforce training to these new construction workers. (***Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

7. Picerne Military Housing has partnered with the U.S. Army at Fort Bragg in its Residential Communities Initiative to develop, build, own and maintain military family housing that will enhance quality of life and increase retention. As part of the Army's privatization program, Picerne will be Fort Bragg's housing partner for the next 50 years. The company continues to seek skilled workers technically trained in areas such as construction, surveying, civil engineering, electrical engineering, masonry, and plumbing. Military construction expenditures will total $2.24 Billion between 2006 and 2013, and privatized military housing construction will total $336 million in the same period. (***Source*: *Picerne Communications Manager, Kelly Douglas, 1/07 and BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

8. In response to the terrorist events of September 11, 2001, economists have seen the creation of new fast-growing industries offering services designed to sustain the war on terrorism such as security, health, and information systems. In addition, the expansion of Fort Bragg's mission and the number of high-ranking general officers stationed in the region are likely to increase the military installation's value as a target for terrorism. Public safety and emergency management personnel should concentrate on building a flexible and resilient response capability. (***Source*: *Forbes.com 08/05 and Picerne Communications Manager, Kelly Douglas, 1/07 and BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

9. Access to Fort Bragg for FTCC students will become increasingly more restricted due to the military's increased level of security as Forces Command arrives at the installation. (***Local trend***)

10. The North Carolina Military Business Center (NCMBC) is a state-funded, business development organization headquartered at FTCC that provides services to businesses across the state. The NCMBC leverages military and other federal business opportunities for economic development and job creation in the state. The NCMBC's business development team operates from 13 locations statewide, including full-time offices at FTCC, Wayne CC, Coastal Carolina CC, Craven CC, Sandhills CC, Durham Tech, Central Piedmont CC and Guilford Tech, and part time offices at AB Tech, Roanoke Chowan CC and Brunswick CC. Team members identify current and future military contract opportunities, identify and notify businesses that can do the work, pre-position and team businesses to compete, and assist businesses to bid on and win government contracts. Businesses notified or assisted by team members won 117 contracts valued at $324.2 million in 2008 (as of August 27, 2008), and 478 contracts valued at $915.3 million to $1.743 billion since the NCMBC opened in 2005. The NCMBC also operates MatchForce.org, an Internet portal that electronically matches North Carolina firms to contract opportunities and job seekers to employment opportunities posted by registered North Carolina companies. As of September 3, 2008, over 11,493 businesses and 25,376 individuals had registered on MatchForce, and firms notified by MatchForce won at least $370.2 million in government business. The NCMBC also administers strategic programs including: A statewide Military Construction Initiative; the NC Aerospace Alliance and Defense Machining Initiative (including SourceNC.com); subcontracting and emerging opportunity programs and efforts to leverage base growth opportunities statewide. (***Scott Dorney, Exec. Dir North Carolina Military Business Center, September 3, 2008***)

11. North Carolina will continue to promote tourism, to include location attractions such as the Airborne Museum which will increase demand for service workers. In 2007, NC drew about 358,000 foreign travelers, ranking 15th among all states, according to the Department of Commerce. In the Cape Fear Region, Cumberland and Moore counties took in the most domestic tourist spending in 2007 (Cumberland: $369.3 million; Moore: $349.1 million) indicating a 3.6% increase in domestic tourist spending. (***Source: NC Division of Tourism, Film and Sports Development 2007-08 Strategic Plan and News Release Article, WRAL.Com, dated July 30, 2008***)

12. A total of 19,200 jobs will be created by 2013 as a result of additional military investment in the region. Of these new jobs, the largest number will be in government employment (adding about 6,450 jobs). The next largest economic impact of the expansion at Fort Bragg will be felt in the construction-related sectors (peaking in 2011 with approximately 6,265 jobs). The third biggest job gain is expected to be in the professional and technical services sector (additional 3,000 jobs). Other sectors expected to have significant job growth in the local region include health care and social assistance, administrative and waste services, and accommodation and food services. Many of these jobs will be high-skill, high-demand, and high-wage. Perhaps the most immediate need – the one that is already being felt in the area – is in the construction and skill trades fields. **(*Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

13. Employment Sectors that should expect lesser employment gains include finance and insurance, arts, entertainment, and recreation, and wholesale trade. **(*Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

14. Students will continue to seek additional on-line class offerings and FTCC will continue to identify courses that are in high demand to accommodate the student's schedules and work conflicts with traditional class offerings. Additionally, distance education has reduced student's transportation cost in a slowing economy. **(*Source: Fayetteville Observer, July 10, 2008*)**

15. NC counties with more college graduates, within the "new economy" industries like technology, finance, and healthcare (and with strong ties to export markets) have thrived in the new economic world. FTCC will continue to expand services in these educational areas. (***Source: News Release Article, WRAL.Com, Education is the Key Differentiator, dated August 8, 2008***)

Labor Force and Work Trends and Assumptions

16. FTCC will proactively promote economic and workforce development growing a strong and highly productive workforce ready to meet the challenges of the new global economy**.** From 2000 to 2020, North Carolina's population will surge by an additional 4,938,110 residents according to government projections (an increase of nearly 55%). **(*Source: Regional Economic Development Marketing Organization for Southeastern North Carolina, http.www.ncse.org/distlog.pdf)***)

17. FTCC will continue expanding outreach efforts for the recruitment and retention of a culturally diverse faculty, staff and administration. To create a culture of innovation in community colleges, it is imperative to "….get the right people in the right seats on the bus…" (*Source: Good to Great, Jim Collins*). Interview techniques must be used that reveal creativity and problem solving skills. **(*Source: Tacoma Community College presentation at Innovations Conference, Charlotte, NC, September 2008, Successful Strategies for Developing Innovative Programs that Respond to Community Needs*)**.

18. Local School districts will experience an increase of 7,100 students between the 2006-07 and 2013-2014 school years, with increases the heaviest in Cumberland, Harnett, and Hoke Counties. The areas that are likely to experience the most school overcrowding are the Jack Britt and Gray's Creek areas in Cumberland County, the Overhills and West Harnett areas in Harnett County, and the Rockfish Hoke, Upchurch, and Sandy Grove areas in Hoke County. These areas expected to experience the most significant military-related population growth are also those that are already experiencing the highest levels of school overcrowding. Based on current and ongoing cooperation with Cumberland County public and private high schools and the forecasted military-related growth, it is anticipated that there will be significant increases in FTCC enrollment of high school students. They will earn high school and college credit primarily through entry into three programs. Huskins courses enrolling only high school students and these courses are specially scheduled. Concurrent enrollment allowing high school students to take college courses in sections simultaneously with adult learners. Learn and Earn Online, a recent governor's initiative, utilizing FTCC's ever-growing online courses with many of these students receiving their lectures on-line and taking their co-requisite labs within their high school computer/science/mathematics labs. (***Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

19. FTCC will incorporate additional global perspectives related to economic, environmental, and workforce issues into instruction assisting students in meeting the challenges of the 21st Century global marketplace. (***Source: Planning Council Meeting, January 9, 2008***)

20. As US citizens now anticipate a longer life and, therefore, a longer work life, most workers will shift both jobs and careers readily, possibly 10 times in a lifetime, requiring periodic training and retraining to polish old and acquire new skills. (***Source: What Color Is Your Parachute, By Richard N. Bolles, Copyright: September 2008***)

21. Cumberland County School System, as a student recruitment source, reports their current students are speaking more than 80 different languages from more than 44 different countries. FTCC will encounter a more diverse student body with greater diversity needs. (***Cumberland County Schools 2007-08 Annual Report***)

22. Workplaces will become more ethnically diverse, placing increased importance on recruitment and service delivery techniques that are sensitive to cultural diversity. New programmatic solutions and modifications to bilingual training and curricula have increased 63 percent since 1998. (***NCCCS Economic and Workforce Development Annual Report, 2004 and Ongoing 2008 trend***)

23. As recently as 1990, manufacturing in rural North Carolina counties accounted for 40% of the workforce. By 2002, it had dropped to 30% of those employed, and by 2005, it had dropped below 8%. By contrast, the service sector grew from 60% to 70% of the workforce between 1990 and 2004. This decline in manufacturing jobs is anticipated to continue. Manufacturing jobs continue to drop in the U.S., with 13,960 thousand jobs (lowest level since June 1950). (***NC Rural Economic Development Center, Inc., 6/25/05 and Business Week, December 24, 2007***)

24. Due to enrollment increases and faculty and staff salaries, which continue to lag behind the national average, community colleges are finding it difficult to keep their existing personnel and even more difficult to attract new, experienced personnel to replace retirees. FTCC will increase its internal succession planning efforts to sustain adequate quantities and quality levels in its faculty-staff. (***Source: Media Reports***)

25. FTCC will remain proactive, working with local community representatives, in aggressive activities to enhance new job growth, job retention and business stability in the local community. In example, Dupont already is working hard to get ahead of the demand for business related to harnessing the sun's energy, by expanding production of Tedlar films, which are used in a variety of applications, including solar panels. Dupont expects the photovoltaic market (the science of converting the sun's rays into an electrical current) to grow by more than 50% in each of the next few years, with sales of several Dupont lines that fuel that industry exceeding $1 billion within the next five years. **(*Source: News Article, Fayetteville Online, September 3, 2008 entitled Dupont ups production of Tedlar, used in solar panels*)**

26. Cumberland County continues to be plagued by industry outsourcing of parts and labor. Recent economic downturns indicate that we can anticipate additional reductions for assembly line workers with the greatest affect felt by skilled workers in production, production support, and professional labor, with the exception of Goodyear Tire Company, which is investing heavily in capital growth to maintain current levels of operations at the local manufacturing facility. Goodyear has recently qualified for a $30 million grant to be paid over 10 years if the company completes a $200 million expansion and keeps at least 2,398 at its two NC facilities, the Goodyear Plant located in Fayetteville and the Bridgestone Plant located in Wilson. Both plants must complete massive modernizations and expansions and keep payroll to certain levels and the NC State Commerce Department sponsored grant was designed to keep the plants from closing or cutting jobs. Goodyear, a 39 year old plant is our region's second largest manufacturing employer behind the Smithfield Packing Company plant located in Tar Heel, with workers averaging $50,000 per year which is about double the average for the Smithfield

workers. (***Source: Fayetteville Observer News Article, Sept 17, 2008 edition and The Raleigh News and Observer News Article, Sept 17, 2008***)

27. A 2004 study conducted by the North Carolina Biotechnology Center revealed that approximately 67% of manufacturing jobs would require training and education at the community college level. (***North Carolina System Economic and Workforce Development Annual Report 2006***)

28. Biotechnology has experienced a 10% growth in employment annually, since 1996, and this is anticipated to continue in the next few years. (***Our State Magazine, January 2007***)

29. Targeted marketing is essential to the growth of the College. **(*Source: Planning Council Meeting, November 2008*)**

Educational Trends and Assumptions

30. FTCC will continue to support the Minority Male Mentoring Program by establishing mentoring activities for minority men to improve retention and graduation rates, employment opportunities, and family support. Cumberland County's population is approximately 44% minority male indicating increased efforts are necessary to support this demographic group with educational opportunities and retention efforts. (*NCCCS Memo CC07-280 dated November 8, 2007 and US Census Bureau in the 2006 and 2007 American Community Survey*.) Additional strategies will be developed to address the needs of minority high school dropouts. Nearly 42,000 students didn't graduate from NC high schools in 2008. They have forfeited almost $10.8 billion in lifetime earnings according to The Alliance for Excellent Education, Washington, D.C. If "students of color" graduated at the same rate as whites, it is estimated that $5 billion would be added to NC's economy by 2020. **(*Source: The Fayetteville Observer, September 19, 2008, "Dropout Study Tallies Cost*)**

31. FTCC will respond to the SACS reaffirmation process with documentation of quality educational processes through services and meaningful program and service-support Assessment Planning and via Assessment Action Planning ensure quality improvement plan are updated with a focus on student learning. (***Principles of Accreditation: Foundations for Quality Enhancement, 2008 Edition***)

32. FTCC will provide professional development activities for faculty and staff related to quality improvements and progressively incorporate and strengthen continuous improvement processes to demonstrate effective and efficient outcomes. (***Principles of Accreditation: Foundations for Quality Enhancement, December 2006***)

33. FTCC will continue to expand opportunities to prepare learners to live, learn, work, and prosper in a diverse, global economy. The Department of Labor projects that by 2014 there will be close to four million new job openings combined in health care, education, and computer and mathematical sciences. **(*Source: Pages 7 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006 and Planning Council Meeting, January 9, 2008*)**

34. FTCC will continue to expand facilities, educational programs, and services through the long range planning process to meet increased enrollments in face-to-face classes, distance education, and a variety of time/place delivery methods. Additionally, facility expansions are needed to meet accreditation needs for continuance of some programs and expansions of others, particularly in the Health Programs. (***Source: FTCC Long Range Plan, December 14, 2007 and FTCC Master Facilities Plan, June 2008****)*

35. FTCC will recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities focused on the quality improvement of instruction and services. (***Source: Planning Council Meeting, January 9, 2008***)

36. Military-related population growth, plus the return of large numbers of troops from tours in the Middle East are expected to cause increased demand for emergency rescue and medical support services due to the growth in population. (***Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

37. As the BRAC commission transfers additional troops and their families to the Cumberland County area, hospitals will require expanded services and additional personnel. Since the community already faces a shortage of healthcare workers, local colleges will be required to expand their health-related programs to meet this need. (*Source: Local Media Reports*)

38. FTCC will continue to focus on Program and Service-support Assessment Planning initiatives to adapt academic and administrative services to make them more learner centered. (***Source: Principles of Accreditation: Foundations for Quality Enhancement, December 2006***)

39. FTCC will monitor ongoing changes that could require substantive change notification to SACS and will report the change, as necessary. (***Principles of Accreditation: Foundations for Quality Enhancement, December 2006***)

40. FTCC will continue to work closely with military agencies as the military transitions from eArmyU to GoArmyEd. FTCC will continue to support additional military education programs such as The Wounded Warrior and military spouse education assistance. (***Source: Planning Council Meeting, November 2008***)

41. FTCC will expand agreements with local "private" four-year colleges and universities to adequately measure FTCC graduate success rates, after their seamless transfer to the four-year private colleges and universities**. (*Source: Critical Success Factors Report, 2008*)**

42. To accommodate future growth and innovation, community colleges will need to supplement the traditional community college revenue sources by offering classes, products and services to the community for generation of revenue and contributions to the operating budget. **(*Source: Tacoma Community College presentation at Innovations Conference, Charlotte, NC, September 2008, Successful Strategies for Developing Innovative Programs that Respond to Community Needs*)**

43. The amount of financial aid awarded will continue to rise as more students seek retraining education as indicated by the following statistical information. (***Source: FTCC Financial Aid; Integrated Postsecondary Education Data System Fall 2007 Data Collection and Datatel***)

* 2005-2006 (Financial Aid; Datatel)				** 2006-2007 (Financial Aid; Datatel)				2007-2008 (Financial Aid; Datatel)			
Number of Students (duplicated) receiving financial aid	Tuition Rate		Amount of Aid	Number of Students (duplicated) receiving financial aid	Tuition Rate		Amount of Aid	Number of Students (duplicated) receiving financial aid	Tuition Rate		Amount of Aid
	In State	Out of State			In State	Out of State			In State	Out of State	
15,061	$1,264	$7,024	$38,245,385	13,632	$1,324	$7,084	$34,702,425	14,518	$1,404	$7,526	$46,117,204

* During years 2005-2006 and 2006-2007, the data collection source was changed from IPEDS to Datatel, in order to obtain more accuracy in data reporting.

** The transition of VA benefits to a different location in Datatel during the 2006-2007 year may have contributed to a lower count.

44. FTCC will continue to partner with industries by tailoring educational and skills training programs to meet the needs of individual employers especially in the Operations Management/Logistics/Lean Manufacturing/Six Sigma and Project Management areas of the Warehousing/Logistics Operations industry. A study of distribution center cost factors, including transportation and personnel costs, shows that Fayetteville is one of the very lowest cost locations in the Southeastern United States for operating a distribution center – as much as $7 million less per year in operating costs, as compared to other locations. (***Regional Economic Development Marketing Organization for Southeastern NC – http.www.ncse.org/distlog.pdf)***)

45. FTCC will continue to offer their communities a vast array of opportunities for individuals to enroll in programs offering basic skills certificates, specific certifications, co-op experiences**,** diplomas, and degrees. Additionally, retention returns should be tracked. Retention can be more of a return on investment than monies spent on recruiting. (***Source: Planning Council Meeting, November 2008 and Tacoma Community College presentation at Innovations Conference, Charlotte, NC, September 2008, Successful Strategies for Developing Innovative Programs that Respond to Community Needs****)*

46. Employers report repeatedly that many new graduates (of postsecondary institutions) they hire are not prepared for work, lacking the critical thinking, writing and problem-solving skills needed in today's workplaces. Following the recommendations of the Spelling Report "Charting a New Future of U.S. Education", FTCC will embrace new pedagogies, curricula, and technologies to improve student learning**. (*Source: Pages 4 and 5 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006*)**

47. On an annual basis, between 13,000 and 15,000 people leave or retire from the military in Fayetteville, North Carolina. Many of them remain in the service area and need assistance with the translation of their previous military skills and experiences to demonstrate to civilian employers that they have marketable skills and are ready to become a valuable part of the local workforce. Additionally, many of these recently separated soldiers will need to refresh some of their skills necessary for a changing economy. FTCC will refine its

processes and course offerings to meet these retraining needs. (***Source: BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg)***

48. The workforce is changing in response to heightened global competition and new technologies. These forces are increasing the need and emphasis on continuous improvement in all areas of workforce development. FTCC will embrace a culture of continuous innovation and quality improvement and stress that education is a lifelong process that, if taken, will assist our graduates and the nation at the forefront of the ongoing knowledge revolution. **(*Source: Pages 4 and 5 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006*)**

49. Several national studies confirm the insufficient preparation of high school graduates for either college-level work or the changing needs of the workforce. Close to 25 percent of all students in public high schools do not graduate – a proportion that rises among low-income, rural, and minority students. **(*Source for preceding statement: Page 8 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006).* As a result of this national trend**, FTCC will continue to offer programs for adult students to obtain their GED or Adult High School Diploma, giving them the opportunity to gain their first step toward higher education as indicated by the needs identified in the following Cumberland County statistics. ***(Source: http://factfinder.census.gov/servlet/ADPTable?_bm=y&-qr_name=ACS_2007_1YR_G00_DP2&-geo_id=05000US37051&-ds_name=ACS_2007_1YR_G00_&-_lang=en&-redoLog=false)***

2005, 2006, & 2007 American Community Survey, Social Characteristics -- Cumberland County						
	2005		**2006**		**2007**	
Cumberland County-Educational Attainment: Population 25 years & over	171,548		178,249		185,173	
Less than 9th grade	7188	4.2%	7,162	4.01%	6,926	3.7%
Adults with 9th to 12th grade, no diploma	16,667	9.7%	13,883	7.79%	15,021	8.1%
Population 5 years and over	257,358		273,101		254,894	
Speak a language other than English at home (5 yrs. and older)	23,715	9.2%	20,946	7.66%	26,130	9.3%

50. The latest report on remediation of high school level coursework gives somewhat larger estimates than some previous studies. Analyzing federal data, the report estimates 43% of community college students require remediation, as do 29% of students at public four-year universities, with higher numbers in some places. The cost per student runs as much as $2000 per student in community colleges and $2,500 in four-year universities. FTCC will continue to look for ways to expand developmental coursework to meet this increasing demand for remediation level courses. **(*Source: USA Today, Sep 15, 2008 news article , www.usatoday.com/news/education/2008-09-15-Colleges-remedialclasses_N.htm)***

51. Most of the social-service providers in the region are already operating at or beyond capacity. The biggest gap currently is the need for more services for all types of children and this social services and child care capacity gap is expected to grow as the population increases due to military-related growth. The return of large numbers of soldiers from deployments in the Middle East is also expected to exacerbate the capacity gap in the near-term, particularly in the areas of counseling and emotional support, transportation and access to services, high-quality affordable child care, and emergency crisis support. (***BRAC Website – www.bracrtf.com - 2008 – Training and***

Development Associates Regional Task Force Study - Ft. Bragg)

52. Through the year 2013, the Army anticipates significant increases in military family members in the Cumberland county region. It is anticipated that many of these family members will seek college level courses. (***BRAC Office – Fort Bragg – 2008***)
53. FTCC will enhance academic and student services support, to its diverse student populations, with the identification and implementation of a new Quality Enhancement Plan centered on "student learning". According to the National Assessment of Educational Progress (NAEP), only 17 percent of high school seniors are considered proficient in mathematics, and just 36 percent are proficient in reading. (***Sources: Principles of Accreditation: Foundations for Quality Enhancement, December 2006 and Page 8 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006***)

54. NC businesses are adapting to help keep older employees on the job. In an AARP survey, 82% of responding companies in the state think a shortage of workers in the next five years is likely and at least one-half of respondents stated they will accommodate workers age 50 or older with training to upgrade their skills and knowledge. **(*Source: AARP Newsletter, dated Summer 2008*)**

55. There is an increasing need for developmental education to ensure success and retention of students. A new study calculates, one-third of American college students have to enroll in remedial classes. **(*Source: Strong American Schools*)**

56. The President's American Competitiveness Initiative recognizes that a high school diploma or equivalency diploma is no longer adequate for 21st century workforce demands. Some form of postsecondary education and training is critical to succeed in the new global economy. **(*Source: U.S. Department of Education, Office of Vocational and Adult Education, Fact Sheet Series, November 2007*)**

57. Context-based education is critical to the successful involvement and achievement of American students in Science, Engineering, Technology and Mathematics (STEM), which is critical to America's competitiveness in the global economy. **(*Source: U.S. Department of Education, Office of Vocational and Adult Education, Fact Sheet Series, November 2007*)**

58. Seamless articulation agreements, accessible student support services, and coordinated curriculum and instructional methods geared to developmental students are factors at community colleges whose students transition successfully to four-year universities or the workplace. **(*AACC Board Report Summary, July 31, 2008, from Pat Stanley, Deputy Assistant Secretary, Office of Vocational and Adult Education, Department of Education*)**

Political Trends and Assumptions

59. The future will bring continued public pressure for improvements in health care, education, economic development, and the criminal justice system. FTCC will remain poised to meet this demand. (***Source: Planning Council Meeting, January 9, 2008***)

60. FTCC will demonstrate accountability through the attainment of all eight NCCCS Performance Measures and Standards. (***Source: NCCCS Memorandum, Subject: Performance Measures and Standards, Dated: November 15, 2007***)

61. FTCC and all other community colleges are magnets for attracting new industries to enhance local economic development and must remain ready to quickly train the workforce in a multitude of occupations to accommodate the regional growth over the next five years. (***Source: Media Reports***)

62. Community college faculty and staff organizations will refine and accelerate lobbying efforts to ensure that state and county governments are informed and sensitive to the necessity for providing adequate funding to maintain healthy institutions. FTCC will continue to support System-wide effort s for a future Bond Referendum to support growth expansions for statewide educational institutions. (***NCCCFA, 2006 and FTCC Long Range Plan 2008***)

63. North Carolina has been ranked the second highest state within the nation for having the "Top Business Climate". As new businesses come to North Carolina to enjoy this climate, there will be increased educational requirements for workers. (***Newswire Story, WRAL.Com, dated July 28, 2008***)

64. There is an increased need for data to make smart decisions for agility and flexibility in program expansions, openings, and closures. (***Source: FTCC Planning Council, November 2008***)

65. Current budgetary constraints, associated with the slowing economy, are expected to continue throughout 2009. Budget Reversions in 2008 are likely to reoccur in 2009 resulting in a tight budget year at a time when student enrollments are anticipated to continue increasing. Faculty and Staff will be expected to accomplish more, with less resource availability, until the national economic conditions improve. **(*National News Media Releases throughout the 2009 Academic Year*).**

66. FTCC will fully support the North Carolina Community College's new strategic vision of "Creating Success: Hope, Opportunities, and Jobs". **(*Planning Council Meeting, Nov 10, 2008 and NC Community College Website at http://www.ncccs.cc.nc.us/*).**

Societal Trends and Assumptions

67**.** FTCC will continue to build in program flexibility to support the baby boomers, currently reaching retirement age, to assist this large demographic group with their desired training, re-training, volunteer, civic or service educational goals. To meet this emerging non-traditional student need, FTCC will provide flexible class offerings to include short-term educational programs designed to meet the needs and interests of the plus 50 learners. **(*American Association of Community Colleges Newsletter, Nov 11, 2008*)**

68. Recent changes in the North Carolina Child Care Licensing laws and educational requirements for Head Start teachers will have a significant impact on education programs at two year institutions. Child care providers will seek more specialized training in selected areas along with more stringent requirements. Child care workers must acquire a minimum of an Associate's Degree. Head Start is moving towards an increase in the number of teachers with a Bachelor's Degree. (***Source: North Carolina Administrative Code Title 10A.700***)

69. FTCC will enhance physical, financial, technological and human security measures to meet the challenges of natural disasters, violence/crime, and other emergency situations. (***Source: Planning Council Meeting, November 2008***)

70. FTCC will continue to test and evaluate continuity operational plans and make continual improvements, as necessary, using lessons learned and best practices. (***Source: January 11, 2008 media release by the North Carolina Attorney General "Report on Campus Security" and the Planning Council Meeting, November 2008***)

71. FTCC will continue to serve and expand services to the diverse population of Cumberland County and surrounding areas and develop additional strategies to meet the workforce development activities for all demographic groups: *(**Source:** http://factfinder.census.gov/servlet/ADPTable?_bm=y&-qr_name=ACS_2007_1YR_G00_DP2&-geo_id=05000US37051&-ds_name=ACS_2007_1YR_G00_&-_lang=en&-redoLog=false)*

2006 & 2007 American Community Survey, General Demographic Characteristics (estimate) -- Cumberland County & NC				
	Cumberland County		**North Carolina**	
Demographic Groups*	**2006**	**2007**	**2006**	**2007**
White Persons alone	51.5%	51.5%	67.7%	67.4%
Black or African American alone	35.9%	35.0%	21.2%	21.1%
American Indian or Alaskan Native alone	1.3%	.9%	1.1%	1.1%
Hispanic/Latino origin	5.4%	6.1%	6.7%	7.09%
Asian alone	2.1%	2.3%	1.8%	1.8%
Native Hawaii & Other Pacific Islander	.3%	.2%	.1%	.01%
Some other race alone	.2%	.4%	.2%	.2%
Two or more races	3.3%	3.6%	1.2%	1.3%
Language other than English spoken in home	7.7%	9.3%	9.6%	9.7%
Median household income (total household)	$41,162	$42,427	$42,625	$44,670
Families whose income (past twelve months) is below poverty level	15.6%	13.6%	10.7%	10.6%
*** Demographic titles listed above are the titles used by the US Census Bureau in the 2006 and 2007 American Community Survey.**				

72. The Cumberland County School System is the 79th largest school district in the USA out of 14,470 and the 4th largest school district in North Carolina serving diverse student populations as indicated in the following demographic information. (***Source: 2007-2008 Cumberland County Schools' Annual Report***)

Cumberland County Public Schools Ethnic Composition (Facts & Figures Demographic Information) http://www.ccs.k12.nc.us/			
	2005-2006	**2006-2007**	**2007-2008**
American Indian	1.83%	1.85%	1.85%
Asian	1.78%	1.71%	1.82%
Hispanic	6.34%	6.74%	7.01%
Black	47.47%	47.67%	47.38%
White	38.65%	37.72%	37.32%
Other	3.95%	4.31%	4.62%

Note: The above information is from the public school system and does not include private school and home school data, as that data is not readily available from public sources.

73. The increasing aging population in North Carolina will require more health aide (care) workers to care for the elderly, dramatically driving up the employment of home health aide workers. In NC, family caregivers provide services with an estimated economic value of more than $10.7 Billion, an amount that exceeds Medicaid spending in the state. FTCC will continue to expand course offerings designed to meet the increasing need for home health care workers and health center care workers. (***Source: North Carolina Department of Health & Human Services, 2006 and AARP Newsletter dated Summer 2008***)

74. In response to fragmentation and growing diversity of family types and changes in family structure, institutions are required to provide more flexible educational offerings. (*Sourcehttp://factfinder.census.gov/servlet/ADPTable?_bm=y&-geo_id=05000US37051&-qr_name=ACS_2007_1YR_G00_DP2&-ds_name=ACS_2007_1YR_G00_&-_lang=en&-redoLog=false)*

N.C. Census 2006 & 2007 American Community Survey Cumberland County, NC		
	2006	**2007**
Labor force of adults with children under 6 years	29,753	28,367

N.C. Census 2006 & 2007 American Community Survey Cumberland County, NC		
	2006	**2007**
All/both parents with children under 6 years working	16,812	16,941
Percent of all/both parents with children under 6 years working	56.5%	59.7%

75. Hospitality and service industries will need to hire managers with a strong command of the Spanish language. U.S. Census statistics project this country's Latino population will triple to 67 million by the year 2050, an increase that is sure to affect the restaurant industry workforce, the service staff in the hospitality industry, home improvement businesses, as well as the child-care industry. While this does not appear to be a current trend in Cumberland County, FTCC will remain poised to respond to increases in Spanish Language educational programs should it become necessary in the near future. (***Source: National Restaurant Association Education Foundation: The Resource Center for Workforce Solutions, 11/11/05 and Ongoing 2008 trends***)

76. Health care and social assistance industries, such as adoption and foster-care services, added 240,000 national jobs in the period June 2007 to November 2007. (***Source: Business Week, December 24, 2007***)

77. Increasing female participation in the labor force has increased the need for child-care workers, resulting in a booming child-care industry that is expected to continue its upward spiral. Military families living both on and off post list quality childcare as their greatest need. They report that childcare facilities on post are filled to capacity, and the number of facilities off post is inadequate for the number of parents in the workforce. This shortage will be greatly compounded by the influx of new residents associated with BRAC. (***Source: Planning Council Meeting, November 2008***)

Technological Trends and Assumptions

78. FTCC will incorporate Interactive 3-Dimensional Technology into instruction, services and economic development activities to enhance effectiveness and efficiency of a variety of instructional and delivery processes and continues ongoing work to incorporate I-3D training capabilities in local four-year colleges and universities. (***Source: EON Reality Corporation, December 2007 and BRAC Website, www.bracrtf.com , Sep 8, 2008***)

79. Information will continue to be a key factor of production, along with capital, people, and technology. Instruction will need to be tailored to the needs of each student, and information technology must be made available to provide students with the resources they need, including implementation of wireless technology access. Additionally, the local region needs to bring high-speed Internet availability from its current 89% household availability level to the 97% access enjoyed by FORSCOM personnel in the Atlanta region. The technologically adept military personnel relocating to Fort Bragg will expect to have immediate and sophisticated on-and off-base access

to "e-applications" of all kinds and the hardware and software that supports them. (***Source: Planning Council Meeting, November 2008 and BRAC Website – www.bracrtf.com - 2008 – Training and Development Associates Regional Task Force Study - Ft. Bragg***)

80. The purchase of new computers, telecommunication technologies, and implementation of presentation technologies will enable continued improvement in instructional programs and campus services. Technologies that will assist instructors with media presentations in the classroom continue to remain a priority for the College. (***Source: Planning Council Meeting, November 2008***)

81. The FTCC local area network (LAN) is an integral part of the College's operations and must receive continued financial support. (***Source: 2008 FTCC Strategic Plan***)

82. FTCC will continue to provide technical and operational support, for a variety of training activities, to ensure the knowledge base of employees will keep pace with the rapidly changing technological environment. (***Source: Planning Council Meeting, November 2008***)

83. FTCC will use both WEAVEonline and Redwood Report-to-Web technologies to improve its internal and external Program and Service-Support Activity's Assessment Planning and long-range action planning. **(*Source: Institutional Effectiveness Newsletter, dated August 2008*)**

84. All FTCC buildings, including Main Campus, Spring Lake Center and Horticulture Center will gain wireless technologies, using phased implementation, to assist with instructional delivery. **(*Planning Council Meeting, Nov 10, 2008*)**

85. The demand for distance learning instructional delivery methods, and computer assisted instruction will continue to grow. (***Source: AVP of Curriculum Programs and Datatel****)*

Distance Education Classes 2005-2008	2004	2005	2006	2007	2008
Internet Classes	1,157	1,345	1,552	1,146	1,233
Telecourses/CBC	38	18	9	6	0
Other Distance Learning Classes	45	45	28	29	29

Note: Above chart reflects Calendar Year statistical data. The decrease in Internet offerings between 2007 and 2008 can be attributed to a reduction in the number of Summer Semester on-line class offerings and continued military deployments.

86. With the increased cost of new technology FTCC will continue to explore both traditional and alternative funding sources to finance increased technology needs. (***Source: Planning Council Meeting, November 2008***)

NCCCS Trends and Assumptions

87. There is a need to grow new leaders in all divisions of the college. "In FY 2006-2007, the State had a 12.2% turnover rate. While the retirement rate has remained relatively steady in recent years, it is widely recognized that the "baby boomer" generation will be leaving the workforce at a more accelerated rate in the next 3 to 10 years especially critical in light of the fact that the state consistently has trouble retaining younger employees entering the workforce." (***Source: State of NC Compensation and Benefits Report, May 2008***)

88. More and more faculty shortages in health, science, math, and foreign languages necessitate new approaches to recruiting. (***Source: Planning Council Meeting, November 2008***)

89. A well defined "annual planning and assessment cycle" is necessary to ensure short and long-range strategic planning is accomplished for the college. The annual planning cycle must be based on planning assumptions identified and submitted by a wide range of stakeholders, including faculty-staff, local community and business/governmental leaders, and an analysis of ongoing events likely to affect educational institutions and society as a whole for the nation. The annual planning cycle will include focused assessment plans, identification/use of metrics/rubrics for data collection for those plans, and follow-on action planning for sound and well-structured future strategic objectives for the college, as a method of closing the loop. (***Source: Planning Council Meeting, November 2008***)

90. To better define and properly measure our student learning outcomes and campus service-support activities, FTCC will continue to refine processes, rubrics and metrics used for the assembly and campus-wide distribution of critical performance information, including the Annual Critical Success Factor Report generated by the NCCCS. Care will be taken to ensure statistical information is formatted in a succinct, visible and easily understood format to help faculty-staff to properly evaluate ongoing performance and conduct future-oriented "closing of the loop" action plans. **(*Source: The Dash to Dashboards, Academic Leader, an article written by Dr. Michael Harris and Dr. Roxanne Cullen, 2008 and Functional Goals of the Institutional Effectiveness and Assessment Office, 2008)***.

91. Following the guidance in the Spelling's Commission Repot of 2006, FTCC will expand High School, FTCC and Four-Year College and University partnerships, working together to create seamless pathways for our students between their high school graduation, FTCC Program Completion, and ultimately transfer to a four-year college/university. (***Source: Page 2 of the Spelling Commission Report, Charting a New Future of U.S. Education, 2006***)

92. FTCC will fully support the NCCCS President's "Top Ten Areas for the Future" by improving internal processes to provide success in all ten goals outlined, as follows: **(*Source: NCCCS President's Report to the State Board of Community Colleges, May 2008*)**

- Foster "system simplification" and facilitate colleges to be nimble, effective, efficient, and accountable.
- Enhance completion rates and bridges between programs.
- Foster opportunities and clearer pathways for low-income students.
- Expand health-care programs.
- Reenergize technical education.
- Develop stronger training infrastructure and focused partnerships to enhance economic development.

- Support drop-out prevention efforts, and increase outreach, awareness and college-readiness of middle and high school students.
- Enhance 2+2 partnerships through distance education and provide focus to the strategic workforce areas of teachers, nurses, and engineers.
- Focus on the utility of technology to enhance student learning and customer service and promote economies of scale with our educational partners.
- Foster community college champions throughout North Carolina and increase awareness of the value of our NC Community College System.

93. FTCC can expect an increase in the number of new students entitled to VA educational benefits as a result of the Veterans Education and Benefits Expansion Act of 2001 (Public Law 107-103). This law should result in significant increases in student applications because the law allows for an increase in tuition reimbursement, as well as the Veteran's Administration support for high-tech courses. In addition, the law improves educational assistance for eligible spouses and children of certain veterans, including veterans who died or are permanently and totally disabled as a result of a service-connected disability. **(*Source: US Department of Veterans Affairs, Office of Public and Intergovernmental Affairs, 2002 and ongoing into 2009*)**

Last Approved: Board of Trustees, February 2009

EXHIBIT C

The Working Mission Statement for North Carolina Community College System

The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to postsecondary education, maximize student success, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.

- Support for economic development through services to and in partnership with business and industry.

- Services to communities and individuals, which improve the quality of life.

Revised and adopted September, 2006

EXHIBIT D

FTCC Mission Statement

“Serve our community as a learning-centered institution to build a globally competitive workforce supporting economic development”

Approved by the FTCC Board of Trustees February 16, 2009

EXHIBIT E

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

I-5 *PURPOSE STATEMENT*

The purpose of Fayetteville Technical Community College is to provide affordable vocational-technical, business and industry, general education, college transfer, and continuing education programs, which meet the needs and desires of its diverse students and economic development needs for the community. To improve the educational base of society, FTCC encourages life-long learning and strives to prepare students for further workforce and educational experiences.

FTCC identifies the educational needs of applicants and assists students in satisfying these needs at a minimal expense. Each adult who applies will be admitted to a program appropriate to his/her abilities and interests. The College is in partnership with the public school system through College Tech Prep and other programs. Further, agreements with four-year colleges and universities support the educational continuum from high school through the baccalaureate degree.

Curricular programs reflect the changing technical, commercial, industrial, and health needs of Fayetteville, Cumberland County, and surrounding areas. Various curricula offer certificates, diplomas, and associate degrees. As a learning-centered college, FTCC offers courses and programs at times and places convenient to students in a variety of delivery modes. Courses are also available for high school graduates who need additional academic preparation before attempting college work.

FTCC provides instruction in the basic life skills needed to contribute effectively to society. Continuing Education programs are designed to meet specific needs in basic educational competencies, high school completion, upgrading occupational skills, and other avocational or practical skills required for the rapidly changing technological advances in the community.

Adopted: April 27, 1992
Approved: FTCC Board of Trustees, February 16, 2009

Note:The Administrative Procedures Manual publishes the most current official Purpose Statement for FTCC. Any reprint of the FTCC Purpose Statement must use this source, verbatim and in its entirety. It may be found on the FTCC Website at http://www.faytechcc.edu/research/HM/APM2000.pdf.

EXHIBIT F
FTCC Planning Unit Purpose Statements

1. **Administrative Services - To provide professional and courteous services that meet the needs of students, visitors and employees; to assure proper management and security of college funds, equipment, supplies and facilities, and to support lifelong learning for each student.**

2. **Botanical Gardens– To provide responsive customer service support for College Operations at the Botanical Gardens.**

3. **Continuing Education - To provide students with lifelong learning opportunities and quality educational programs and services designed to meet the needs of individuals, businesses and industries through courses of study in basic skills, job and career training, fire/rescue/law enforcement training, avocational pursuits and community service.**

4. **Curriculum Programs - To provide students with quality educational services which will enhance their knowledge and skills through certificate, diploma and associate degree programs and lead to expanded career and educational opportunities; to foster a learning-centered environment not bound by time or place, using technology and distance learning to expand access to education.**

5. **Business and Finance - To provide professional and courteous financial services that meet the needs of students, vendors and employees; to assure fiscal accountability, proper management and security of college assets and to support the educational programs of the College.**

6. **Human Resources - To provide campus-wide human resource services which include classification, compensation, affirmative action, recruitment, selection, retention and professional development for the employees of the College.**

7. **Learning Technologies - To provide learning-centered educational support services to on-campus and distance education students through printed media, audiovisual software, media production and equipment, individualized instruction, reference services, and web-based technologies.**

8. **Management Information Services - To provide computer and communications services to the College through intranet and Internet as well as maintain, install, upgrade and service hardware and software.**

9. **Public Relations and Marketing - To provide the college with a comprehensive system with which to reach students, faculty and staff through a marketing plan to communicate with the college's target market and a public relations plan to inform the community about Fayetteville Technical Community College using print and electronic media resources.**

10. **Institutional Effectiveness and Assessment - To provide the highest quality decision-making support services and research activities, in the most cost effective manner, to facilitate the management, teaching and learning processes of the College.**

11. **Resource Development - to provide supplementary financial support to the College and to students through fund raising initiatives conducted by the FTCC Foundation, to offer grant-seeking and grant-writing assistance to faculty and staff, and provide services to, and seek support from, graduates through the FTCC Alumni Association.**

12. **Student Services - To provide courteous, professional and quality services to the College's diverse student population and the community by promoting and enhancing student satisfaction and success, improving community quality of life, promoting learner-centered services, and enhancing communication with students, faculty and staff.**

EXHIBIT G

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Changing Demographics *as associated with* • NC Population increase fueled by legal & illegal immigrant population, particularly in the Latino/Hispanic segment • Baby Boomers aging out of the NC workforce • Shift in NC population from rural to primarily urban or resort/retirement communities	**1. Increase participation and completion rates of underserved and underachieving population segments.**	• **OBJECTIVE A**: Using the NCCCS Achieving the Dream (AtD) methodology to identify and define underserved & underachieving population segments at each NCCCS college, appoint a Task Force of NCCCS constituent groups [Senior level administrators for Instruction, Continuing Education, Student Services, Career Services, Admissions, Counseling, Recruiting, Basic Skills, & Planning & Research] to define and determine baseline participation and completion rates for these segments. • **OBJECTIVE B**: Engage the Task Force in developing a list of best practices to address participation and completion rate issues.
	2. Identify occupations in which workforce shortages are anticipated and develop programs to recruit new workers and retain and upgrade older workers to meet identified needs.	• **OBJECTIVE A**: Identify and contract with a consultant or consulting group to (1) perform a supplementary gap analysis to validate educational gap areas identified in The HB1264 Report, *Staying a Step Ahead: Higher Education Transforming NC's Economy*, and (2) develop a gap analysis system that can be maintained by NCCCS staff long term. • **OBJECTIVE B**: Appoint a joint NCCCS-UNC Task Force comprised of college presidents, instructional deans, workforce development directors (to include UNC's SBTDC), private business representatives, regional economic development representatives, and other appropriate groups to address the findings of the gap analysis.

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Fiscal Resources *Necessary for* • Integrating technology into infrastructure, programs, services • Meeting the Knowledge Economy's increased demand for higher education • Recruiting & retaining quality faculty, staff & administrators • Replacing, repairing, upgrading aging facilities & buildings • Meeting demand for increased accountability	**1. Enhance student access and affordability by establishing regular enrollment growth funding and an enrollment reserve to accommodate large increases in enrollment; by keeping student tuition rates as low as is reasonable, and by supporting funding for multi-campus colleges and off-campus centers.**	• **OBJECTIVE A**: Research and develop funding models and strategies that provide adequate resources for enrollment (regular term, enrollment spikes, multiple locations); academic and student services support; and high cost – high demand programs for the enhancement of economic development. • **OBJECTIVE B**: Validate the relationships between the cost of attendance, financial aid, and student success. • **OBJECTIVE C**: Research and develop the infrastructure, support and maintenance costs of a comprehensive distance education program. • **OBJECTIVE D**: Engage the NCACCP Finance Committee and Current Chair of the NC Association of CC Presidents in the evaluation of funding models, critique of strategies, and discussion of cost/benefit analyses. • **OBJECTIVE E**: Produce a well-documented and defensible request for additional resources.

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Fiscal Resources *Necessary for* • Integrating technology into infrastructure, programs, services • Meeting the Knowledge Economy's increased demand for higher education • Recruiting & retaining quality faculty, staff & administrators • Replacing, repairing, upgrading aging facilities & buildings • Meeting demand for increased accountability	**2. Continue to raise compensation levels for faculty and staff to the national average and beyond.**	• **OBJECTIVE A**: Research and develop funding models and strategies that provide adequate resources for enrollment (regular term, enrollment spikes, multiple locations); academic and student services support; and high cost – high demand programs for the enhancement of economic development. • **OBJECTIVE B**: Validate the relationships between the cost of attendance, financial aid, and student success. • **OBJECTIVE C**: Research and develop the infrastructure, support and maintenance costs of a comprehensive distance education program. • **OBJECTIVE D**: Engage the NCACCP Finance Committee and Current Chair of the NC Association of CC Presidents in the evaluation of funding models, critique of strategies, and discussion of cost/benefit analyses. • **OBJECTIVE E**: Produce a well-documented and defensible request for additional resources.

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Human Resources *Necessary for* • Responding to the aging out and impending retirements of large groups of faculty, staff & leaders • Responding to the anticipated leadership "brain drain" associated with Baby Boomers aging out	**1. Develop and implement a Succession Plan Model that allows colleges (and the System Office) to identify, prepare for, and manage the effects of impending and future retirements.** Note: The Succession Plan Model should include strategies for developing the current NCCCS talent pool as well as recruiting from outside the System to expand the pool of qualified candidates.	• **OBJECTIVE A**: Appoint a Task Force of NCCCS constituent groups [Representatives of Trustees Association, State Board of Community Colleges, CC Presidents Association, and HR Directors Association, etc.] to research, identify & select an existing Succession Plan Model that can be adjusted to fit the needs of the NCCCS environment. • **OBJECTIVE B**: Engage the Task Force in adjusting the identified model to fit the NCCCS institutional and System Office environments.
	2. Inventory and review all current Leadership Development Programs before developing and implementing an enhanced System wide Leadership Development Program.	• **OBJECTIVE A**: Appoint a Task Force of NCCCS constituent groups [Representatives of NC Community College Leadership Program, NCSU's Leila Gonzales Sullivan, Fuqua School CC Presidents Association, HR Directors Association, etc.] to inventory & review all current leadership development programs being utilized and supported by NCCCS. • **OBJECTIVE B**: Engage the Task Force in developing an enhanced System-wide Leadership Development Program tailored to NCCCS needs.

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Technology *In order to* • Make a successful transition in the Knowledge Economy • Keep pace with constant technological advancements • Meet the growing technical & instructional expectations of Gen-X & Gen-Y students	**1. Establish Regional Technology Resource Centers that promote student learning through effective integration of technology resources and systems with curriculum development to establish effective instructional methods that can be implemented on campus and in distance learning offerings throughout the community college system.**	• **OBJECTIVE A**: Involve a Task Force of NCCCS constituent groups [Representatives from Trustees Association, State Board, CC President's Association, Business Officers Association, IT Managers, Instructional Administrators Association, Council of Community College Library Administrators, NCCC Adult Educators Association, Continuing Education Administrators Association, Student Services Administrators Association, etc.] to define the role, scope, & responsibility of the centers. • **OBJECTIVE B**: Engage the Task Force in developing the organizational structure, rules of operation, and other operational center details. • **OBJECTIVE C**: Using the criteria established, engage the Task Force in developing an objective, RFP-based procedure – keeping geography and economic conditions in mind – to award the Centers to the most effective proposals.

2007-2009 NCCCS STRATEGIC PLAN		
CRITICAL ISSUE	**GOALS**	**OBJECTIVES**
Technology *In order to* • Make a successful transition in the Knowledge Economy • Keep pace with constant technological advancements • Meet the growing technical & instructional expectations of Gen-X & Gen-Y students	**2. Develop a five-year technology plan for the System that includes a technology needs assessment for the System, including infrastructure; the priority for addressing those needs; and funding strategies, both public and private.**	• **OBJECTIVE A**: Engage an inclusive, representative group of college technologists, IT staff, administrators, Council of Community College Library Administrators, NCCC Adult Educators Association, & faculty to work with the System Office to determine the scope and methodology for developing the plan that clearly defines "technology" and the scope of technology to be addressed within the plan (e.g. infrastructure, support services, distance education). • **OBJECTIVE B**: Engage the Technology Group in developing the needs assessment instrument, determining a process for prioritizing needs, & identifying funding strategies.
Increasingly Competitive Market *as associated with* • Increased demand for higher education attracting competition • Changing customer needs & expectations • Challenges: fiscal & human resources, (brain drain) • Danger: Not recognizing & adjusting to market changes	**1. Develop, design, and implement a multi-phased study to accurately define the nature of the higher education market in the current environment.**	• **OBJECTIVE A**: Engage a UNC System graduate school of business program to conduct a multi-phased study to accurately define the nature of the higher education market in the current environment. • **OBJECTIVE B**: Engage student researchers with input from NCCCS constituent groups [Representatives from NC Association of CC Presidents, Faculty Association, Continuing Education Administrators Association, NC4SGA, Trustees Association, State Board, NCCC Adult Educators Association, etc.] in determining the scope of the study.

November 2005

EXHIBIT H
Fayetteville Technical Community College Institutional Goals

1. STUDENTS

To provide educational and support programs within an open-door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

2. EDUCATIONAL PROGRAMS

To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

3. FACULTY AND STAFF

To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.

4. ADMINISTRATION AND FINANCE

To provide a management and planning system which ensures productivity, fiscal responsibility, and accountability.

5. FACILITIES

To plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

6. INSTITUTIONAL ADVANCEMENT

To provide a positive image through marketing and public relations and to provide institutional advancement activities which will support the College's goals and educational programs.

7. INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

To facilitate continuous quality improvements, supporting the Commission on Colleges' Principles of Accreditation Standards, through a comprehensive system of data collection, assessments, and action planning for institutional planning units.

8. SAFETY

To maintain high quality information, physical, technological, and personal security with contingency planning that provides a safe and secure learning and working environment.

Last approved: Board of Trustees, February 16, 2009

EXHIBIT I

S - A - M - P - L - E

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE 2008 – 2009 END-OF-YEAR REPORT		
FTCC GOALS	**OBJECTIVES/OUTCOMES AND ACTIVITIES (INCLUDING TIME FRAMES)**	**EVALUATION OF OBJECTIVES/OUTCOMES AND ACTIVITIES**

Form E-29 03/05/2009

EXHIBIT J

S - A - M - P - L - E

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE 2009 - 2014 STRATEGIC PLAN				
FTCC GOALS	**OBJECTIVES OBJECTIVES/OUTCOMES AND ACTIVITIES (INCLUDING TIME FRAMES)**	**PERFORMANCE EVALUATION MEASURES**	**RESPONSIBLE UNIT OR PERSON**	**ADDITIONAL RESOURCES REQUIRED**

Form S-8 03/05/2009

NCCCS CRITICAL SUCCESS FACTORS AND MEASURES

EXHIBIT K1

End-of-Year Report
On
NCCCS Critical Success Factors – Performance Measures and Standards
Reported June 2008 (for 2006-2007)

A. Progress of Basic Skills Students **FTCC MET this standard.**
NCCCS Standard: At least seventy-five percent (75%) of all students will have progressed within the level, completed the level, and advanced to a higher level. *(Continuing Education)*
FTCC Results: ***The composite measure of Basic Skills Students shows that a total of eighty-one percent (81%) of students have accomplished these requirements. Data show that fifty-six percent (56%) are progressing within level, two percent (2%) have completed the level entered, and twenty-three percent (23%) have completed a level and have advanced to the next level.***
B. Passing Rates on Licensure and Certification Exams **FTCC MET this standard**
NCCCS Standard: The aggregate institutional passing rate for first-time test takers on all licensure and certification exams will be at least eighty percent (80) and the rate on all specific exams will be at least seventy percent (70%). *(Curriculum Programs and Continuing Education)*
FTCC Results: ***FTCC showed an aggregate passing rate of eighty-seven percent (87%) for first-time test takers on all licensure and certification exams. All programs showed at least a seventy percent (70%) pass rate, with the exception of Real Estate, which had a sixty-three percent 63% pass rate.***
C. Performance of College Transfer Students **FTCC MET this standard.**
NCCCS Standard: Eighty-three percent (83%) of students in both associate degrees and students who transferred with 24 or more semester hours must have a GPA equal to or greater than 2.0 after two semesters at a university. To be rated Superior must be equivalent to UNC natives (87% in 2006-2007). (*Curriculum Programs)*
FTCC Results: ***Eighty-six percent (86%) of FTCC students who transferred to a UNC institution with an associate degree or 24 hours of credit had a 2.0 or higher average after one academic year.***
D. Passing Rates of Students in Developmental Courses **FTCC MET this standard.**
NCCCS Standard: Seventy-five percent (75%) of students who complete a developmental course in English, Reading or Math will have a grade of "C" or better *(Curriculum Programs and Student Services)*
FTCC Results: ***Data was not available due to a collection problem with CIS implementation and is therefore reported as NA (Not Applicable)***.

End-of-Year Report
On
NCCCS Critical Success Factors – Performance Measures and Standards
Reported June 2008 (for 2006-2007)

E. Success of Developmental Students in Subsequent College Level Courses **No Data Available.**
NCCCS Standard: Eighty percent (80%) of students who completed a developmental course in 2005-2006 and completed subsequent college level course in 2006-2007 will have a passing grade for the college level courses. *(Curriculum Programs and Student Services)*
FTCC Results: ***Data was not available due to a collection problem with CIS implementation and is therefore reported as NA (Not Applicable)***.
F. Satisfaction of Program Completers and Non-Completers **FTCC MET this standard.**
NCCCS Standard: At least ninety percent (90%) of responding completers (graduates) and non-completers will indicate satisfaction with the quality of college programs and services. *(Institutional Effectiveness and Assessment)*
FTCC Results: ***Ninety-seven percent (97%) of completers and eighty-nine (89%) of non-completers were satisfied with the quality of the College's programs and services, with an aggregate average of ninety-five percent (95%).***
G. Curriculum Student Retention and Graduation **FTCC MET this standard.**
NCCCS Standard: At least sixty-five percent (65%) of the students who enrolled in a curriculum program in the fall will have completed their program, still be enrolled the following fall, or transferred to another community college or university. *(Institutional Effectiveness and Assessment)*
FTCC Results: ***Totaling sixty-eight percent (68%), twelve percent (12%) of the students who enrolled in a curriculum program in the previous fall graduated with a degree, diploma, or certificate, and fifty-six percent (56%) enrolled the next fall in a curriculum or transferred to another college or university.***
H. Client Satisfaction with Customized Training **FTCC MET this standard.**
NCCCS Standard: At least ninety percent (90%) of businesses/industries surveyed will report satisfaction with customized training. (C*ontinuing Education*)
FTCC Results: ***Ninety-three percent (93%) of clients indicated satisfaction with customized training FTCC students received.***

EXHIBIT K2

2007-2008 Performance Measures and Standards
North Carolina Community College System

Measure	Standard	Special Notes
1. Progress of Basic Skills Students	75% demonstrating progress	
2. Passing Rates on Licensure/Certification Exams	80% aggregate institutional passing rate for first time test takers	**To qualify for Exceptional Institutional Performance, no exam for which the college has control over who sits for the exam can have a passing rate of less than 70%** (Note: Any exam with less than 10 students will not be subject to the 70% rule)
3. Performance of College Transfer Students	83% of students who transfer to a 4-year institution will have a GPA of 2.0 or higher after two semesters	Students who transfer with less than 24 semester hours of transfer credit will not be included in the analysis. Community colleges can submit data gathered from private 4-year colleges and universities to be included with the UNC System data. **To qualify for Exceptional Institutional Performance, the performance of the community college transfer students must equal or exceed the performance of the native UNC System sophomores and juniors for that time period.**
4. Passing Rates in Developmental Courses	75% of students who take a developmental English, mathematics, and/or reading course will pass the course with a grade of “C” or better	Students who withdraw from the course during the year will not be included in the analysis. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.

2007-2008 Performance Measures and Standards
North Carolina Community College System

Measure	Standard	Special Notes
5. Success Rate of Developmental Students in Subsequent College-Level Courses	80% of students who took developmental courses will pass the "gatekeeper" English and/or mathematics course for which the developmental course serves as a prerequisite	To be included in the analysis, a student must take the "gatekeeper" course within one academic year of completing the developmental course that served as the pre-requisite. Course record data submitted by the college to the data warehouse as part of the CRPFAR collection will be used to calculate this measure.
6. Student Satisfaction of Completers and Non-completers	90% of survey respondents satisfied with college programs and services	**To be considered for performance funding, the following conditions must be met:** 1. Completer Survey: A 50% return rate or a statistically valid sample size 2. Non-Completer Survey: For colleges with fewer than 250 non-returning students, a minimum of 25 valid surveys must be obtained. For colleges with more than 250 non-returning students, a response rate equal to 10% of the total non-returning students or a statistically valid sample size must be obtained.
7. Curriculum Student Retention, Transfer and Graduation	65% of Fall degree seeking students will either re-enroll, transfer or graduate by the subsequent Fall.	The National Student Clearinghouse database will be used to determine student transfer.
8. Business/Industry Satisfaction with Services Provided	90% or respondents will rate services provided as "Very Good" or "Excellent"	

Previous Year's Critical Success Factors Report

EXHIBIT L1
2007-2008 END-OF-YEAR REPORT
ON INSTITUTIONAL CRITICAL SUCCESS FACTORS
Performance Evaluation Measures related to specific Institutional Goals

1. STUDENTS: To provide educational and support programs within an open-door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

1-A: At least sixty-five percent (65%) of all approved curriculum students who enter in the fall will either graduate or continue the next fall in either a curriculum or occupational extension program. (Curriculum Programs EOY 2.5.1, page 298) NCCCS CSF G

Sixty-eight percent (68%) graduated, returned, or transferred. (Twelve percent (12%) of the students who enrolled in a curriculum program in the previous fall graduated with a degree, diploma, or certificate, fifty-one percent (51%) enrolled the next fall in a curriculum or extension program, and five percent (5%) transferred to another community college or university. (Source: NCCCS Critical Success Factors, 2008)

1-B: At least seventy-five percent (75%) of the students completing levels of Compensatory Education, Adult Basic Education, and English as a Second Language will show progress from one level (at least 3 years' progress) to another and at least fifty-five percent (55%) of all students will show documented progress (within levels) overall. (Continuing Education, 2.1.1.) NCCCS CSF A

The composite measure of Basic Skills Students shows that a total of eighty-one percent (81%) of students have accomplished these requirements. Data show that fifty-six percent (56%) are progressing within the same level, two percent (2%) have completed the level entered, and twenty-three percent (23%) have completed a level and have advanced to a higher level. (Source: NCCCS Critical Success Factors, 2008)

1-C: Three thousand (3,000) students in eligible programs will receive Title IV student financial aid. (Student Services, 1.3.1.)

Three thousand five hundred (3,500) students in eligible programs will receive Title IV student financial aid. (Student Services, 1.3.1.)

1-D: One hundred percent (100%) of the Basic Skills (Literacy) student enrollment will be identified in the Adult Education Act as needing Literacy services and identified by LEIS (Literacy Education Information System) as high school dropouts, handicapped, disadvantaged, single parents, nontraditional high school diploma earners, and/or inmates. (Continuing Education, 2.1.1.)

100% percent of the Basic Skills (Literacy) student enrollment were identified in the Adult Education Act as needing Literacy services and identified by LEIS (Literacy Education Information System) as high school dropouts, handicapped, disadvantaged, single parents, nontraditional high school diploma earners, and/or inmates.

I-E: At least three thousand six hundred (3,600) of the total Basic Skills (Literacy) target population will be served. (Continuing Education, 2.1.1.)

4,359 of the total Basic Skills population were served.

1-F: At least twenty-five percent (25%) of the combined enrollments in General Educational Development (GED) and Adult High School (AHS) programs will complete the educational requirements for a diploma. (Continuing Education, 2.1.1.)

110 GED students graduated and 32 Adult High School students graduated. 80.86% were retained in the program long enough to meet their educational goals.

1-G: At least ninety-five percent (95%) of Curriculum Programs graduate survey-respondents will indicate that they accomplished their goals. (Curriculum Programs, 2.5.1.) NCCCS CSF C

The Graduate Survey showed that seventy-eight point eight percent (78.8%) of graduates met their goals (2006-2007 Graduate Survey)

1-H: The aggregate passing rate for all courses coded as developmental will be at least seventy percent (70%). (Curriculum Programs, 2.5.1.) NCCCS CSF F

Data not available due to collection problem with CIS implementation. (Source: NCCCS Critical Success Factors, 2008)

1-I: There will be no statistically significant difference in the performance of developmental students as compared to non-developmental students in subsequent college level classes. (Curriculum Programs, 2.5.1.) NCCCS CSF G

Data not available due to collection problem with CIS implementation. (Source: NCCCS Critical Success Factors, 2008)

2. <u>EDUCATIONAL PROGRAMS</u>:To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

2-A: The aggregate institutional passing rate for first-time test takers on all licensure and certification exams will be at least eighty percent (80%) and the rate on all specific exams will be at least seventy percent (70%). (Curriculum Programs 2.5.1 and Continuing Education 2.2.8) NCCCS CSF B

FTCC showed an aggregate passing rate of eighty-seven percent (87%) for first-time test takers on all licensure and certification exams. All programs showed at least a seventy percent (70%) pass rate, with the exception of EMT-Intermediate which had a fifty-three percent (53%) pass rate. (FTCC did not meet the Exceptional performance standard.)

2-B: Transfers from FTCC to UNC institutions will have an average GPA that is greater than or equal to the average GPA for all community college transfers after two semesters (84.2%). (Curriculum Programs, 2.1.1.) NCCCS CSF E

Eighty-six percent (86%) of FTCC students who transferred to a UNC institution with an associate degree or 24 hours of credit had a 2.0 or higher average after one academic year. (FTCC did not meet the exceptional performance standard) (Source: NCCCS Critical Success Factors, 2008)

2-C: At least ninety-five percent (95%) of all Curriculum Programs graduates available for employment will be employed within one year after graduation. (Curriculum Programs, 2.1.1.) NCCCS CSF D

Ninety-eight point ninety-seven percent (98.97%) of FTCC graduates were employed or continuing their education within one year after graduation. (Source: NCCCS Critical Success Factors, 2008)

2-D: At least eighty-five percent (85%) of responding employers will indicate satisfaction with the training/education that FTCC provided to Curriculum Programs graduates. (Curriculum Programs, 2.1.1.) NCCCS CSF J

Of the responding local employers, one hundred percent (100%), expressed satisfaction with graduates during 2006-2007. (Source: FTCC Employer Survey, 2007)

2-E: One hundred percent (100%) of currently accredited programs will maintain accreditation or reaffirmation. All required self-studies and reports will be submitted. (Curriculum Programs, 2.1.1.)

Currently accredited programs maintained accreditation and all required reports have been submitted. Respiratory Care Technology, Radiography, and Surgical Technology, all successfully maintained accreditation.

2-F: The College will offer three hundred (300) courses at the center for Business and Industry for Cumberland County's Workforce. (Continuing Education, 2.2.1.)

The College conducted 389 classes, and enrolled 4,425 (unduplicated) students.

2-G: The College will provide Workplace Basic Skills instruction serving at least seven hundred fifty (750) duplicated students. (Continuing Education, 2.1.11.)

The College conducted 12 Workforce Basic Skills classes and 806 (duplicated) students.

2-H: At least eighty percent (80%) of current students surveyed will evaluate services, programs, and instructor performance as satisfactory. (Curriculum Programs, 2.1.1.)

The current student survey showed that ninety-four point nine percent (94.9%) of students were satisfied with the overall quality of the academic program. (Source: FTCC Current Student Survey, 2008)

2-I: The College will offer at least four hundred (400) Community Services courses to at least four thousand (4,000) area residents. (Continuing Education, 2.4.1.)

The College conducted 572 community services classes at 21 locations serving 4,681 students.

2-J: FTCC will complete an Annual Program Review for each curriculum and an Annual Services Review for each service area. (Institutional Effectiveness and Assessment, 7.1.3.)

The Office of Institutional Effectiveness and Assessment assisted appropriate personnel in completing the Annual Program Review for each curriculum and an Annual Services Review for each Service Area. Additionally, the IEA Office assisted in the development of a new Assessment Plan Process that was launched this year that will assist with program improvements and service area improvements when the process is fully implemented and action planning occurs based on the results of the Assessment activities. This new Assessment Plan Activity will become a permanent activity in the Annual Planning and Evaluation process used by the college and will be depicted in the 2009 Planning Guide.

2-K: At least four hundred (400) of Cumberland County's recent high school graduates will enroll at FTCC. (Student Services)

516 High School graduates have enrolled in the 2008 Fall semester.

2-L: Continuing articulation and/or cooperative agreements with one hundred percent (100%) of local high schools will be maintained. (Curriculum Programs, 2.4.1.)

Continuing articulation and/or cooperative agreements are maintained with one hundred percent (100%) of local high schools.

2-M: The College will strive for no program (FTE) audit exceptions; however, any exceptions will be less than five-tenths of one percent (0.5%) of the total FTE. (Curriculum Programs, 2.21.1)

The college has no audit exceptions during 2007-2008. (Program Audit Review)

2-N: The College will offer at least sixty (60) classes for senior citizens. (Continuing Education, 2.4.2.)

The College conducted 100 classes designed for senior citizens serving 1,522 senior citizens.

2-O: One hundred percent (100%) of Curriculum Programs graduates will have attained the six graduate competencies. (Curriculum Programs, 2.21.2)

One hundred percent (100%) of Curriculum Programs graduates have attained the graduate competencies.

2-P: One hundred percent (100%) of Curriculum Programs will comply with the Curriculum Standards as mandated by the North Carolina Community College System. (Curriculum Programs, 7.2.2)

One hundred percent (100%) of Curriculum Programs complied with the Curriculum Standards as mandated by the North Carolina Community College System.

2-Q: Ninety percent (90%) of Curriculum Programs Graduates and Non-Completer respondents will indicate satisfaction with the overall quality of the academic programs at FTCC. (Curriculum Programs, 2.1.1) NCCCS CSF H

Ninety-five point four percent (95.4%) of completers and eighty-nine (89%) of non-completers were satisfied with the quality of the College's programs and services. (Graduate and Non-returning Surveys)

2-R: At least ninety percent (90%) of clients responding to a survey will indicate satisfaction with customized training. (Continuing Education, 7.1.3.) NCCCS CSF K

100% percent of clients indicated satisfaction with customized training FTCC provided.

2-S: Each curriculum program will have a 3-year average unduplicated headcount enrollment of at least 10 students. (Curriculum Programs, 2.5.1.) NCCCS CSF L

One hundred percent (100%) of FTCC's curriculum programs had a three year average unduplicated headcount enrollment of at least 10 students.

3. <u>FACULTY AND STAFF (HUMAN RESOURCES)</u>:To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.

3-A: FTCC Faculty and Staff will support the NCCCS Faculty Organization in an effort to bring salaries closer to the market median for the Southeastern region of the U.S. (Human Resources, 4.3.)

FTCC conducts local salary comparison studies to maintain employee salaries at market median. In coordination with Mercer and the Compensation Committee, FTCC conducts salary surveys and upgraded salary scales as appropriate to remain competitive in the market. (Human Resources)

3-B: FTCC will provide an opportunity for one hundred percent (100%) of its full-time faculty and staff to participate in professional development programs. (Human Resources, 3.1.)

FTCC maintained 100% compliance with the experience and academic preparation criteria for both current and new employees. (Human Resources)

3-C: Excluding normal attrition through retirement, FTCC will retain ninety percent (90%) of its current full-time employees. (Human Resources, 3.2.1.)

Excluding normal attrition through retirement, FTCC retained 93.1% of its current full-time employees. (Human Resources)

3-D: FTCC will maintain one hundred percent (100%) compliance with the experience and academic preparation criteria for both current and new employees. (Human Resources, 4.4.)

FTCC maintained 100% compliance with the experience and academic preparation criteria for both current and new employees. (Human Resources)

4. <u>ADMINISTRATION AND FINANCE</u>:To provide a management and planning system which ensures productivity, fiscal responsibility, and accountability

4-A: FTCC will maintain a loss/theft percentage of less than .10%, which is less than the state standard of .15%. (Business and Finance, 4.3.)

The College's annual internal audit report of 2006-2007 reflects .11% lost or stolen by number and .07% lost or stolen by acquisition cost. The Community College System average is .12% by number and .09% by acquisition cost. (*Business and Finance, 4.3)*

4-B: FTCC will receive no material audit findings on the College's financial audit. Material is defined by the State Auditors as three percent (3%) of total assets or three percent (3%) of the greater of the total revenue or total expenditures. (Business and Finance, 4.3.1.)

The Financial Statement audit for 2006-2007 reflected 1 concern on misstatements noted on financial statements and 3 concerns related to Financial Aid policies and procedures. (***Business and Finance, 4.3.1)***

5. <u>FACILITIES</u>: To plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

5-A: Funds for equipment will be requested to purchase at least the top five priority Decision Packages for each Curriculum Programs Division. (Curriculum Programs, 2.13.2)

Funds for equipment were requested to purchase the top five priority Decision Packages for each Curriculum Programs Division.

5-B: In relation to the corresponding state-level Critical Success Factor, the College will provide or exceed the same level of access to facilities as provided in 2005-2006. (Administrative Services, 5.2.4. & 5.2.5.)

In relation to the corresponding state-level Critical Success Factor, the College has provided or exceeded the same level of access to facilities as provided in 2005-2006.

6. <u>INSTITUTIONAL ADVANCEMENT</u>:To provide a positive image through marketing and public relations and to provide institutional advancement activities which will support the College's goals and educational programs.

6-A: At least five externally funded grants will be awarded to the College. (Resource Development, 2.1.2.)

Fourteen (14) externally funded grants were awarded to the College.

6-B: FTCC will continue to encourage all faculty/staff to participate in the Campus Fund Drive and will continue to develop the Heritage Society membership. (Resource Development, 6.9.1.)

FTCC continues to encourage all faculty/staff to participate in the Campus Fund Drive by refining campaign efforts and continues to work to develop the Heritage Society membership.

6-C: The President's Report and Foundation Review will be produced and distributed by January of each year. (Public Relations and Marketing, 6.2.1., Resource Development, 6.7.2.)

The 2007-2008 FTCC President's Report and Foundation Annual Review booklets were published in January 2008. Copies were printed and distributed to friends of the College and Foundation.

7. <u>INSTITUTIONAL EFFECTIVENESS</u>: To effect continuous improvement through a comprehensive system of information management and assessment.

7-A: FTCC will submit one hundred percent (100%) of the data and information required by the North Carolina Community College System by the date specified. (Institutional Effectiveness and Assessment, 6.2.1.)

FTCC submitted one hundred percent (100%) of the data and information required by the North Carolina Community College System by the date specified.

7-B: One hundred percent (100%) of the College's divisions will submit End-of-Year reports on all activities from the previous year's plan. (Institutional Effectiveness and Assessment, 4.3.1.)

One hundred percent (100%) of the College's divisions submitted End-of-Year reports on all activities from the previous year's plan.

7-C: FTCC will comply with one hundred percent (100%) of the Criteria as adopted by the Commission on Colleges of the Southern Association of Colleges and Schools. (Institutional Effectiveness and Assessment, 6.2.2.)

FTCC implemented this year an intensive internal review of the College's compliance with the criteria as adopted by the Commission on Colleges of the Southern Association of Colleges and Schools. As a result of initial results of this internal review, several actions have been put into place to ensure full compliance of those criteria, including but not limited to (1) Development of a SACS Leadership Team and development of over 20 internal review teams that are actively engaged in a campus-wide assessment of the College's full compliance with SACS criteria (2) Implementation of an active Assessment Planning Process, including action planning for academic and service and support activities, to promote continuous quality improvements (3) Several substantive change notifications where sent to SACS this year under the SACS substantive change policy. The College will be engaged over the next 2 years in intensive internal review processes, of all aspects of campus operations, as it relates to compliance with SACS criteria.

7-D: FTCC will meet or exceed benchmark goals for ninety percent (90%) of the Institutional Critical Success Factors. (Institutional Effectiveness and Assessment, 7.1.1.)

FTCC met one hundred percent (100%) of the Institutional Critical Success Factors, (with two of the reportable critical success factors not being reported, by the NC Community College System Office, due to CIS implementation problems at the System Office level. Those data collection problems have corrected to allow reporting in the next academic year).

7-E: At least eighty percent (80%) of all patrons surveyed will evaluate services of the Learning Resource Center as satisfactory or above. (Learning Technologies, 7.1.1.)

Ninety-Four, point four percent (94.4%) of all patrons' surveyed evaluated services of the Learning Resource Center (Student Success Center) as satisfactory or above. Surveyed students gave Learning Technologies a satisfaction rating of 97.5%.

8. <u>SAFETY</u>: To maintain high quality information, physical, technological, and personal security with contingency planning that provides a safe and secure learning and working environment.

8-A: Assist with meeting Occupational Safety and Health Administration (OSHA) regulations. (Curriculum 2.1.6, Learning Technologies 2.13, Business and Finance 4.3.6.)

FTCC was one hundred percent (100%) compliant.

8-B: Continue to identify safety concerns including needs of disabled students. (Student Services 1.14.2.)

The Office of Special Populations continues to identify safety concerns including needs of disabled students. (Student Services 1.14.2.)

8-C: Identify, implement, and test approved redundancy, mitigation, and recovery strategies in conjunction with the Colleges overall COOP project as it applies to network infrastructure. (MIS 4.1.1.8)

The FTCC Continuity Of Operations Plan (COOP) is reviewed and validated annually to sustain essential network infrastructures and services needed to complete the College's mission as it applies to network infrastructure.

8-D: Identify, implement, and test redundancy, mitigation, and recovery strategies in conjunction with the College's overall COOP Project as it applies to the delivery of administrative computing and software development. (MIS 4.1.1.8)

The FTCC Continuity Of Operations Plan (COOP) is reviewed and validated annually to sustain essential administrative computing and software development needed to complete the College's mission as it applies to administrative computing and software development..

8-E: Develop and implement MIS Continuity Plan in conjunction with the College's overall COOP Project. (MIS 4.3.4.)

The FTCC MIS Unit Response Plan has been developed and implemented to provide computer and communication services to the College.

8-F: Safety Improvements, Hull Road (speed bumps). (Administrative Services 5.2.7.)

Was not funded for the 2007-2008 year but will continue to seek funding for 2008-2009 year. (End of Year Report and Strategic Plan)

8-G: ADA and Life Safety Improvements Grant- Fire alarm installation Lafayette Hall, Video surveillance systems installation. (Administrative Services 5.2.23, Business and Finance 4.3.9, 4.3.10.)

ADA and Life Safety Improvements Fire alarm and video surveillance systems installation in Lafayette Hall is underway and completion is expected August 2008. The college installed two surveillance systems in the bookstore. Surveillance needs continue to be reviewed for Business and Finance in the McLean Administration Building and in the Tony Rand Student Center multipurpose room.

8-H: Safety Rails for Printshop Entrance for Bad Weather and Handicapped Employees. (Administrative Services 5.3.1.)

Will continue to seek funding for this project

8-I: To provide a safe and secure academic and work environment. (Administrative Services 5.4.)

The Administrative Services and the Security and Safety department will continue to adhere to the Continuity of Operations Plan set for the campus.

8-J: Redesign student parking in front of the warehouse and print shop to provide access for trucks in shipping & receiving due to safety concerns. (Business and Finance 4.2.14.)

This objective has not been met. The Vice President and the Director of Facilities are still seeking funding for this project. (End of Year Report 4.2.14)

EXHIBIT L2
2008-2009 END-OF-YEAR REPORT
ON INSTITUTIONAL CRITICAL SUCCESS FACTORS
Performance Evaluation Measures related to specific Institutional Goals

1. STUDENTS: To provide educational and support programs within an open-door context. To actively recruit, serve, and retain students from all academic levels, including non-traditional ages, all socioeconomic backgrounds, and those deficient in basic skills.

1-A: At least sixty-five percent (65%) of all approved curriculum students who enter in the fall will either graduate or continue the next fall in either a curriculum or occupational extension program. (Curriculum Programs EOY 2.5.1, page 298) NCCCS CSF G

1-B: At least seventy-five percent (75%) of the students completing levels of Compensatory Education, Adult Basic Education, and English as a Second Language will show progress from one level (at least 3 years' progress) to another and at least fifty-five percent (55%) of all students will show documented progress (within levels) overall. (Continuing Education, 2.1.1.) NCCCS CSF A

1-C: Three thousand (3,000) students in eligible programs will receive Title IV student financial aid. (Student Services, 1.3.1.)

1-D: One hundred percent (100%) of the Basic Skills (Literacy) student enrollment will be identified in the Adult Education Act as needing Literacy services and identified by LEIS (Literacy Education Information System) as high school dropouts, handicapped, disadvantaged, single parents, nontraditional high school diploma earners, and/or inmates. (Continuing Education, 2.1.1.)

I-E: At least three thousand six hundred (3,600) of the total Basic Skills (Literacy) target population will be served. (Continuing Education, 2.1.1.)

1-F: At least twenty-five percent (25%) of the combined enrollments in General Educational Development (GED) and Adult High School (AHS) programs will complete the educational requirements for a diploma. (Continuing Education, 2.1.1.)

1-G: At least ninety-five percent (95%) of Curriculum Programs graduate survey-respondents will indicate that they accomplished their goals. (Curriculum Programs, 2.5.1.) NCCCS CSF C

1-H: The aggregate passing rate for all courses coded as developmental will be at least seventy percent (70%). (Curriculum Programs, 2.5.1.) NCCCS CSF F

1-I: There will be no statistically significant difference in the performance of developmental students as compared to non-developmental students in subsequent college level classes. (Curriculum Programs, 2.5.1.) NCCCS CSF G

2. <u>EDUCATIONAL PROGRAMS</u>:To provide a comprehensive educational program committed to quality instruction and learning focused on student success.

2-A: The aggregate institutional passing rate for first-time test takers on all licensure and certification exams will be at least eighty percent (80%) and the rate on all specific exams will be at least seventy percent (70%). (Curriculum Programs 2.5.1 and Continuing Education 2.2.8) NCCCS CSF B

2-B: Transfers from FTCC to UNC institutions will have an average GPA that is greater than or equal to the average GPA for all community college transfers after two semesters (84.2%). (Curriculum Programs, 2.1.1.) NCCCS CSF E

2-C: At least ninety-five percent (95%) of all Curriculum Programs graduates available for employment will be employed within one year after graduation. (Curriculum Programs, 2.1.1.) NCCCS CSF D

2-D: At least eighty-five percent (85%) of responding employers will indicate satisfaction with the training/education that FTCC provided to Curriculum Programs graduates. (Curriculum Programs, 2.1.1.) NCCCS CSF J

2-E: One hundred percent (100%) of currently accredited programs will maintain accreditation or reaffirmation. All required self-studies and reports will be submitted. (Curriculum Programs, 2.1.1.)

2-F: The College will offer three hundred (300) courses at the center for Business and Industry for Cumberland County's Workforce. (Continuing Education, 2.2.1.)

2-G: The College will provide Workplace Basic Skills instruction serving at least seven hundred fifty (750) duplicated students. (Continuing Education, 2.1.11.)

2-H: At least eighty percent (80%) of current students surveyed will evaluate services, programs, and instructor performance as satisfactory. (Curriculum Programs, 2.1.1.)

2-I: The College will offer at least four hundred (400) Community Services courses to at least four thousand (4,000) area residents. (Continuing Education, 2.4.1.)

2-J: FTCC will complete an Annual Program Review for each curriculum and an Annual Services Review for each service area. (Institutional Effectiveness and Assessment, 7.1.3.)

2-K: At least four hundred (400) of Cumberland County's recent high school graduates will enroll at FTCC. (Student Services)

2-L: Continuing articulation and/or cooperative agreements with one hundred percent (100%) of local high schools will be maintained. (Curriculum Programs, 2.4.1.)

2-M: The College will strive for no program (FTE) audit exceptions; however, any exceptions will be less than five-tenths of one percent (0.5%) of the total FTE. (Curriculum Programs, 2.21.1)

2-N: The College will offer at least sixty (60) classes for senior citizens. (Continuing Education, 2.4.2.)

2-O: One hundred percent (100%) of Curriculum Programs graduates will have attained the six graduate competencies. (Curriculum Programs, 2.21.2)

2-P: One hundred percent (100%) of Curriculum Programs will comply with the Curriculum Standards as mandated by the North Carolina Community College System. (Curriculum Programs, 7.2.2)

2-Q: Ninety percent (90%) of Curriculum Programs Graduates and Non-Completer respondents will indicate satisfaction with the overall quality of the academic programs at FTCC. (Curriculum Programs, 2.1.1) NCCCS CSF H

2-R: At least ninety percent (90%) of clients responding to a survey will indicate satisfaction with customized training. (Continuing Education, 7.1.3.) NCCCS CSF K

2-S: Each curriculum program will have a 3-year average unduplicated headcount enrollment of at least 10 students. (Curriculum Programs, 2.5.1.) NCCCS CSF L

3. <u>FACULTY AND STAFF (HUMAN RESOURCES)</u>:To recruit and retain high quality faculty and staff who reflect the diversity of the community, and to provide faculty and staff with a wide variety of professional development opportunities.

3-A: FTCC Faculty and Staff will support the NCCCS Faculty Organization in an effort to bring salaries closer to the market median for the Southeastern region of the U.S. (Human Resources, 4.3.)

3-B: FTCC will provide an opportunity for one hundred percent (100%) of its full-time faculty and staff to participate in professional development programs. (Human Resources, 3.1.)

3-C: Excluding normal attrition through retirement, FTCC will retain ninety percent (90%) of its current full-time employees. (Human Resources, 3.2.1.)

3-D: FTCC will maintain one hundred percent (100%) compliance with the experience and academic preparation criteria for both current and new employees. (Human Resources, 4.4.)

4. <u>ADMINISTRATION AND FINANCE</u>:To provide a management and planning system which ensures productivity, fiscal responsibility, and accountability

4-A: FTCC will maintain a loss/theft percentage of less than 10%, which is less than the state standard of .15%. (Business and Finance, 4.3.)

4-B: FTCC will receive no material audit findings on the College's financial audit. Material is defined by the State Auditors as three percent (3%) of total assets or three percent (3%) of the greater of the total revenue or total expenditures. (Business and Finance, 4.3.1.)

5. <u>FACILITIES</u>: To plan, provide, and maintain educational facilities which will enhance student learning, achievement, and development.

5-A: Funds for equipment will be requested to purchase at least the top five priority Decision Packages for each Curriculum Programs Division. (Curriculum Programs, 2.13.2)

5-B: In relation to the corresponding state-level Critical Success Factor, the College will provide or exceed the same level of access to facilities as provided in 2005-2006. (Administrative Services, 5.2.4. & 5.2.5.)

6. <u>INSTITUTIONAL ADVANCEMENT</u>:To provide a positive image through marketing and public relations and to provide institutional advancement activities which will support the College's goals and educational programs.

6-A: At least five externally funded grants will be awarded to the College. (Resource Development, 2.1.2.)

6-B: FTCC will continue to encourage all faculty/staff to participate in the Campus Fund Drive and will continue to develop the Heritage Society membership. (Resource Development, 6.9.1.)

6-C: The President's Report and Foundation Review will be produced and distributed by January of each year. (Public Relations and Marketing, 6.2.1., Resource Development, 6.7.2.)

7. <u>INSTITUTIONAL EFFECTIVENESS</u>: To effect continuous improvement through a comprehensive system of information management and assessment.

7-A: FTCC will submit one hundred percent (100%) of the data and information required by the North Carolina Community College System by the date specified. (Institutional Effectiveness and Assessment, 6.2.1.)

7-B: One hundred percent (100%) of the College's divisions will submit End-of-Year reports on all activities from the previous year's plan. (Institutional Effectiveness and Assessment, 4.3.1.)

7-C: FTCC will comply with one hundred percent (100%) of the Criteria as adopted by the Commission on Colleges of the Southern Association of Colleges and Schools. (Institutional Effectiveness and Assessment, 6.2.2.)

7-D: FTCC will meet or exceed benchmark goals for ninety percent (90%) of the Institutional Critical Success Factors. (Institutional Effectiveness and Assessment, 7.1.1.)

7-E: At least eighty percent (80%) of all patrons surveyed will evaluate services of the Learning Resource Center as satisfactory or above. (Learning Technologies, 7.1.1.)

8. <u>SAFETY</u>: To maintain high quality information, physical, technological, and personal security with contingency planning that provides a safe and secure learning and working environment.

8-A: Assist with meeting Occupational Safety and Health Administration (OSHA) regulations. (Curriculum 2.1.6, Learning Technologies 2.13, Business and Finance 4.3.6.)

8-B: Continue to identify safety concerns including needs of disabled students. (Student Services 1.14.2.)

8-C: Identify, implement, and test approved redundancy, mitigation, and recovery strategies in conjunction with the Colleges overall COOP project as it applies to network infrastructure. (MIS 4.1.1.8)

8-D: Identify, implement, and test redundancy, mitigation, and recovery strategies in conjunction with the College's overall COOP Project as it applies to the delivery of administrative computing and software development. (MIS 4.1.1.8)

8-E: Develop and implement MIS Continuity Plan in conjunction with the College's overall COOP Project. (MIS 4.3.4.)

8-F: Safety Improvements, Hull Road (speed bumps). (Administrative Services 5.2.7.)

8-G: ADA and Life Safety Improvements Grant- Fire alarm installation Lafayette Hall, Video surveillance systems installation. (Administrative Services 5.2.23, Business and Finance 4.3.9, 4.3.10.)

8-H: Safety Rails for Printshop Entrance for Bad Weather and Handicapped Employees. (Administrative Services 5.3.1.)

8-I: To provide a safe and secure academic and work environment. (Administrative Services 5.4.)

8-J: Redesign student parking in front of the warehouse and print shop to provide access for trucks in shipping & receiving due to safety concerns. (Business and Finance 4.2.14.)

EXHIBIT M

FTCC IMPROVEMENTS	**DATE SUBMITTED:**
TO: Institutional Effectiveness & Assessment	**FROM:**
DIVISION/OFFICE/ DEPARTMENT:	**INDIVIDUAL SUBMITTING:**

Division:

College:

Form I-1 **11/12/2008**

EXHIBIT N

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Equipment Decision Package

Cost Center: _____ **Budget Year:** _____

Person Initiating Request: _____ **Extension:** _____

Description of Equipment:	**Proposed Location and For Use by Whom (Individual or Group):**
Reason for purchase:	**Consequences if not funded:**

Cost of Acquisition:

Equipment Item	**Discount (If Known)**	**Support Costs (Sales Tax, Freight, Etc.) (If Known)**	**Approximate Acquisition Cost (If Known)**

Date:

Priority:

Approval: **Department Chairperson:** _____ _____ _____

Division Chairperson: _____ _____ _____

Dean/Director: _____ _____ _____

Appropriate Associate VP: _____ _____ _____

Vice President: _____ _____ _____

President: _____ _____ _____

ADDITIONAL DETAILED INFORMATION OR EXTENUATING CIRCUMSTANCES MAY BE PROVIDED ON THE BACK OF THIS FORM.

Form E-5 **Revised 1/01**

EXHIBIT O

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Salary Decision Package

Cost Center: _____ **Budget Year:** _____

Person Initiating Request: _____ **Extension:** _____

Dates Employed		**Salary**	
A. Position Required:	**From**	**To**	**Annual**	**Budget**

B. Budget Change: Report change (increase/decrease) in budget requirements for salaries from previous Fiscal Year.

C. Reasons for Adding Position:	**D. Consequences if not funded:**
(NOTE: Include positions deleted, other extenuating circumstances.)	

		Date:	**Priority**
Approval:	**Department Chairperson:** _____	_____	_____
	Division Chairperson: _____	_____	_____
	Dean/Director: _____	_____	_____
	Appropriate Associate VP: _____	_____	_____
	Vice President: _____	_____	_____
	President: _____	_____	_____

Note: Decision packages are not required for annual salary increments.

ADDITIONAL DETAILED INFORMATION OR EXTENUATING CIRCUMSTANCES MAY BE PROVIDED ON THE BACK OF THIS FORM.

Form S-1 **Revised 1/01**

EXHIBIT P

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Facilities Decision Package

Cost Center: _____ **Budget Year:** _____

Person Initiating Request: _____ **Extension:** _____

Please mark box to indicate if this request is for:	
NEW CONSTRUCTION **or**	**RENOVATION**
Time frame: _____ **2009-2010** _____ **2009-2012** _____ **2009-2014**	
Estimated Cost of Construction/Renovation: $	
Description:	**Consequences if not funded:**

		Date:	**Priority:**
Approval:	**Department Chairperson:** _____	_____	_____
	Division Chairperson: _____	_____	_____
	Dean/Director: _____	_____	_____
	Appropriate Associate VP: _____	_____	_____
	Vice President: _____	_____	_____
	President: _____	_____	_____

ADDITIONAL DETAILED INFORMATION OR EXTENUATING CIRCUMSTANCES MAY BE PROVIDED ON THE BACK OF THIS FORM.

Form F-2 **Revised 1/01**

EXHIBIT Q

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

Other* Operating Expense Decision Package

Cost Center: _____ **Budget Year:** _____

Person Initiating Request: _____ **Extension:** _____

Expense:	**Consequences if not funded:**

Cost by Line Item (if known):

Account No.	Account Title	Reason for Change	Current Budget	Anticipated Budget	Budget Change
		Total			

Date:

Priority:

Approval:

Department Chairperson: _____ _____ _____

Division Chairperson: _____ _____ _____

Dean/Director: _____ _____ _____

Appropriate Associate VP: _____ _____ _____

Vice President: _____ _____ _____

President: _____ _____ _____

***Other expense means other than personnel, equipment, or facilities. This form should be used for exceptional expenses, not routine "other costs" items. ADDITIONAL DETAILED INFORMATION OR EXTENUATING CIRCUMSTANCES MAY BE PROVIDED ON THE BACK OF THIS FORM.**

Form E-15 **Revised 1/01**

EXHIBIT R
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
GRANT DECISION PACKAGE

When a need is identified which requires dollars that the College cannot provide, please fill out the form below and submit it to the Institutional Advancement Office (Ext. 88441) for consultation.

Person Initiating Request: _____ **Budget Year:**

Phone Number: _____

Brief overview of need for grant monies:
Consequences if not funded:

Form G-2 **08/27/2008**

EXHIBIT S

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

STRATEGIC PRIORITIZATION LIST

Fiscal Year

TYPE OF DECISION PACKAGE:

CHECK ONE: **Salary_____Equipment_____ Other_____**

COMPLETED BY: _____ DATE SUBMITTED: _____

ITEM	ANTICIPATED COSTS	NOTES
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

EXHIBIT T

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
FACILITIES CRITICAL NEEDS 2009-2014

Division_____

FACILITIES	2009-2010 (Immediate)	2009-2012 (Short-Term)	2009-2014 (Long-Term)
Note: List projects in first column and estimated costs in year column of anticipated project start-up.			
NEW CONSTRUCTION PROJECTS:			
RENOVATIONS/CAPITAL CONSTRUCTION PROJECTS			

Form F-1 08/12/2008

EXHIBIT U

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
EQUIPMENT/PERSONNEL CRITICAL NEEDS 2009-2014

Division_____

EQUIPMENT NEEDS	2009-2010 (Immediate)	2009-2012 (Short-Term)	2009-2014 (Long-Term)

PERSONNEL	2009-2010 (Immediate)	2009-2012 (Short-Term)	2009-2014 (Long-Term)
FACULTY			
PROFESSIONAL STAFF			
LAB TECHS			
TECHNICAL/PARAPROFESSIONAL			
SECRETARIAL/CLERICAL			
MAINTENANCE			

Form E-6 **12/02/2008**

EXHIBIT V

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
OTHER CRITICAL NEEDS 2009-2014

Division_____

OTHER	2009-2010 (Immediate)	2009-2012 (Short-Term)	2009-2014 (Long-Term)

Form O-1 11/18/2008

APPENDIX A

North Carolina Community College System-Level Annual Program Review

In 1992, the Governmental Performance Audit Committee (GPAC) reports, entitled: *Program and System Structure, The NC Community College System, Tuition and Fees, The University of NC System and the NC Community College System, and The Continuum of Education Programs and Intersystem Governance* made over 20 recommendations for the NC Community College System. In 1993, the State Senate, responding to GPAC reports, passed Senate Bill 27 which mandated:

(a) The State Board of Community Colleges shall establish standards for levels of institutional performance on those *Critical Success Factors* that can be appropriately measured to indicate how individual colleges are performing in meeting the goals of the NC Community College System. Each community college shall report its performance on these measures to the State Board. Colleges that fail to attain any of the standards in any year shall report to the State Board the reasons why performance fell below standards and the steps being taken to meet the standards.

(b) The State Board of Community Colleges shall study models for measuring institutional effectiveness, such as the Desktop Audit used by Coastal Carolina Community College, and shall direct community colleges to utilize similar models in providing accountability information to the State Board for the General Assembly. Colleges shall provide information on graduate placement rates and employer, graduate, and early leavers satisfaction with college programs to the State Board. In addition, the State Board shall direct colleges to follow up on early leavers from their programs to determine, to the extent possible, the reasons for their withdrawal from college programs.

In order to address Senate Bill 27, Section 109, a task force on Accountability worked between October 1993 and July 1994 to identify responses to the above two mandates. The Recommendations that came out of the Accountability Task Force include the following:

1. The 1994-95 academic year should be an implementation year for the performance standards and the *Annual Program Review* (APR). During this year the data collected for the performance standards will be submitted to NCCCS and studied to determine the validity and reliability of the measures and methodologies being utilized. In addition, during 1994-95 colleges will develop and begin implementation of the procedures to be used to conduct the APR.

APPENDIX A (Continued)

2. **The first reporting on performance standards and the APR to the State Board of Community Colleges will be scheduled for the 1995-96 academic year.**

3. **The APR will consist of a reporting of corresponding data for the three-most recent years as well as the three-year average for data elements defined. In reporting performance on colleges and in setting standards based on the System average, a three-year System average measure will be used. Each college whose three-year average performance will be compared with this standard.**

4. **The performance measures are to be used to identify areas for college improvement. Consistent with the Special Provision establishing the Accountability Task Force, any college's three year average that does not meet the System performance standard will be required to develop a report for the State Board which will present an analysis of why the standard was not met and develop a plan, to be approved first by the college's local Board of Trustees, for improving the college's performance. A standard format for reporting to the State Board will be provided to the colleges.**

APPENDIX B - Example from 1999
Guidelines for Annual Program Review

I. Annual Program Review

The Annual Program Review will generate the annual data display for program review. The College will review programs annually, examining most recent year's data and the trends shown by the previous three year data. The results of the review will be submitted to the State Board of Community Colleges in a format provided by the North Carolina Community College System Office.

The measures delineated in the Annual Program Review Data Definitions constitute the core measures of the Annual Program Review that colleges must use. Additional measures can be added as needed for local decision making.

II. Level 1 Review

To determine that curriculum program is productive, necessary, not duplicative and of a level of quality to meet the needs of students and employers, annually a report on the following components will be generated. This review will be conducted automatically using data submitted by the colleges and gathered by NCCCS. NCCCS will notify colleges if programs fail to meet the standards at this level. Programs should be offered for a full three years before they are reviewed.

For component II.A.1, an average of 10 students, unduplicated headcount, for the previous three years will be the standard. For Components II.A.2-6, an average of the program data for the previous three years must meet the standard set by the Critical Success Factor for that component for the standard set by the outside certification/licensure agency.

A. AAS, Diploma and Certificate Programs

1. **Enrollment by discipline**
2. **Student Goal Accomplishment**
   - a. **Program completion**
   - b. **Other**
3. **Student satisfaction with program**
   - a. **Program completers**
   - b. **Early leavers**
4. **Employment rate**
   - a. **Program completers**
   - b. **Early leavers**
5. **Employer satisfaction**
6. **Certification/licensure passing rate (if applicable)**

Standard as set by outside certification/licensure agency if such a standard exists e.g., nursing, insurance and real estate. All others are set by NCCCS based on the previous three year average.

If a program fails to meet certification/licensure rate for the current year, terminate the program or proceed to a level 2 review (III).

If a program fails to meet more than three of the eight measures in components II.A.1-5 terminate the program or proceed to a level 2 review (III).

B. Associate in Arts, Associate in Science Programs

Grade point average (GPA) of students identified as college transfer after two semesters in a four-year institution for students completing 90 QHCs and above.

If the college transfer program fails to meet the state standard set by Critical Success Factors for two of the three years for students completing 90 QHCs and above, terminate the program or proceed to a Level 2 review.

III. Level 2 Review - Documentation of Program Improvement and Continuation

If the underlying conditions causing the program not to meet the standards in a Level 1 review are temporary, proceed to III.A, Temporary Conditions, and provide documentation. No further action will be required for the period specified.

If the underlying conditions are permanent and the College feels the program is essential, proceed to B., Permanent Conditions.

A. Temporary Conditions

1. Anomaly

An unusual situation that is expected to be temporary is having a negative effect on the program. Provide an explanation. If this is the third consecutive year that this situation is present, terminate the program or proceed to B, Permanent Conditions.

2. Was this program identified as deficient in Level 1 and targeted for corrective action

_____ last year?
_____ last two years?
Document progress in Level 1 review indicators.
_____ past three years?
Document compliance at Level 1 review, terminate the program, or proceed to B, Permanent Conditions.

A Level 2 Review, Temporary Conditions, should be submitted to the Vice President of Programs for monitoring of progress.

B. Permanent Conditions

If any of the following are reasons for continuing this program the College must show that it is operating a needed program by providing documentation on one or more of the following indicators.

Additional Justification for Continuation of Program:

1. **This program is a part of the College's attempt to provide a balance of educational offerings so that there are sufficient programs with multi levels that provide students an optimum range of offerings.**
2. **The program is critical for developing or maintaining an economic base for the community.**
3. **The program is unique and of economic significance to a region or the state.**
4. **The program has a mandated enrollment cap and other restrictions placed by outside accrediting or certifying agency that prevent it from meeting all standards at Level 1 review.**
5. **The program's total usefulness includes support of other programs.**
6. **Other.**

C. Permanent Conditions Justification

If the College is using any of these situations (III.B.1-6) for justifying a program that is not meeting the standard set at a Level 1 review, it must show that the program meets the following where applicable:

1. **Meets the state average for employment by graduates and early leavers for two of the previous three years.**
2. **Meets the certification/licensure exam passing rate two of the previous three years.**
3. **Meets mandatory or voluntary external program certification/accreditation.**

A Level 2 Review, Permanent Conditions, should be signed by the College's Chairman of the Board of Trustees and the President and submitted to the Program Committee of the State Board of Community Colleges.

If the program passes a Level 2 Permanent Conditions review successfully, no further review other than Level 1 is required for three years.

IV. Level 3 Review - Program Termination

If the program does not pass a Level 2 Permanent Conditions review successfully, then the program must be terminated.

APPENDIX C - Example from 1999
Annual Program Review Data Definitions
Technical and Vocational Programs

Measure: Operating Cost
Definition: At the present time the individuals in the Information Services Section of the North Carolina Community Colleges are working on software that would allow institutions to estimate cost by discipline code (i.e., course prefix)

Measure: Enrollment
Definition: Two measures are to be reported
1) Unduplicated Annual Headcount by program.
2) Annualized FTE

Source: Curriculum Registration Report (CCRE0181) and ICR (CCRE5069)

Measure: Certification/Licensure Exam Passing Rate
Definition: The number tested and number passing for first-time test takers.

Source: Licensing Boards, Department Chairpersons

Measure: Advisory Committee Meeting
Definition: Respond to the following questions:
1) Did the committee meet in the last year?
2) If yes, are minutes of the meeting on file?

Source: Department Chairpersons

Measure: Responses to Last Year's Annual Program Review
Definition: Response (action taken) to last year's Annual Program Review. May include recommendations for action for program improvement that are not formally addressed in this document. Full response may be included in the Institutional Effectiveness Plan, a Response to Program Review, a plan responding to failure to meet Accountability Measures or similar document. If such a response has been submitted to NCCCS then a simple reference to the document is all that will be required.

Source: Department Chairpersons

Measure: Goal Accomplishment
Participants: Graduates:
All program completers must be surveyed each year. The completed survey should be conducted within 6 months after the student completes his/her program.

Non-Returning Students:
A one third sample utilizing either of the methodologies described in the Continuing Education-Participant Satisfaction measure should be generated for the survey. The population of students to be sampled is defined as follows: Any student who completes 12

or more semester hours in a four-year time period (at the institution) and enrolls in the fall (in the year studied) but does not re-enroll in the following fall semester.

Completer and non-completer measures should be reported as separate measures

Question: **Both respond to the following question:**
I accomplished my goal(s) for attending FTCC. (Check only one)
_____ Yes, completely
_____ Yes, partially
_____ No

Non-Returning Students only:
If you did not accomplish your goal(s) for attending FTCC, which of the following describe why you did not achieve that goal? (Check all that apply)
_____ Job conflict
_____ New employment
_____ Financial hardship
_____ Family conflict
_____ Joined the military
_____ Childcare problems
_____ Medical problems
_____ Moved to a new area
_____ Lack of interest in pursuing course of study
_____ Dissatisfied with the service offered by the College
_____ Dissatisfied with the quality of instruction
_____ Other (please specify)

Source: **Institutional Effectiveness and Assessment Office**

Measure: **Employment Rate**
Participates: **All program completers (graduates) and non-returning students**

Question: **Are you currently employed?**
(Transfers and military inductees will count as a successful related placement.)

Source: **Institutional Effectiveness and Assessment Office, Job Placement Office, MIS**

Measure: **Employer Satisfaction**
Participates: **Employers of program completers**

Definition: **Percent of respondents, (who expressed an opinion) indicating satisfaction with employees' educational preparation as it relates to their program of study.**

Question: **Please rate your overall level of satisfaction with employees who completed the academic program at FTCC.**

Source: **Institutional Effectiveness and Assessment Office**

Measure: **Student Satisfaction**
Participants: **Graduates, Current Students, and Non-Returning Students**

Definition: **Percent of respondents, (who expressed an opinion) indicating satisfaction with the College.**

Percent of respondents, (who expressed an opinion) indicating satisfaction with their program of study.

Question: **Please indicate your level of satisfaction with the following:**
Overall quality of the academic program
Overall quality of the College

Source: **Institutional Effectiveness and Assessment Office, Job Placement Office, Curriculum Programs, MIS**

Measure: **Curriculum Currency**
Questions: **Response to the following two questions:**
1) Has curriculum currency for this program been addressed during the last 5 years?
2) Are documents on file?

Source: **Department Chairpersons, Division Chairpersons, Deans, Associate Vice President for Curriculum Programs**

College Transfer
(As one program including G.E. and A.A. contract programs)

Measure: **Operating Cost**
Definition: **Same as Technical/Vocational Programs**

Measure: **Enrollment**
Definition: **Two measures:**
1) Unduplicated annual headcount
2) Annualized FTE

Source: **Curriculum Registration Report (CCRE0181) and ICR (CCRE5069)**

Measure: **Goal Accomplishment**
Definition: **Same as Technical/Vocational Programs**

Question: **Same as Technical/Vocational Programs**

Sample size and response rates should be included in this reporting

Source: **Institutional Effectiveness and Assessment Office**

Measure: GPA after 2 Semesters at a Four-Year Institution
Definition: GPA should be reported broken down by credits completed. These breaks should occur at 30 and 60 credits completed. No students earning less than 12 semester credits (at the reporting institution) should be included.

Numbers of transfers should be included in the reporting of this measure.

Source: UNC-GA (TSP.ER001B)

Measure: Student Satisfaction
Definition: Same as Technical/Vocational Programs

Question: Same as Technical/Vocational Programs

Source: Institutional Effectiveness and Assessment Office, Job Placement Office, Curriculum Programs, MIS

Measure: Curriculum Currency
Definition: Same as Technical/Vocational Programs

Source: Department Chairpersons, Division Chairpersons, Deans, Associate Vice President for Curriculum Programs

Measure: Responses to Last Year's Review
Definition: Same as Technical/Vocational Programs

Source: Department Chairpersons

Continuing Education

Measure: Occupational Extension 3 semester FTE
Definition: 3 semester (budget) FTE

Source: Institutional Class Report (ICR) –10 percent report

Measure: Literacy - 3 semester FTE
Definition: 3 semester (budget) FTE as reported in Annual Statistical Report (ASRS)

Source: (ICR) – Semester contact hours

Measure: Number of GED/AHSD's awarded
Definition: As reported in "Critical Success Factors"

Source: LEIS Annual Report Table 6 (item 6 plus item 7)

Measure: Progress of Literacy students

Definition: As defined in "Critical Success Factors"

Source: LEIS Annual Report Table 3

Measure: Literacy student goal accomplishment

Definition: To be developed

Source: LEIS

Measure: Number served by literacy program
Definition: As reported in "Critical Success Factors"

Source: LEIS Annual Report Table 1 (column 10, row 10)

Measure: Number served by N&E Industry, FIT, and SBC
Definition: As defined in "Critical Success Factors"

Source: Annual Report from N&E Industry, FIT, and SBC Directors

Measure: Number of workplace literacy sites and students
Definition: As defined for LEIS system

Source: LEIS Annual Report Table 5 (item 33)

Measure: Responses to last year's Annual Program Review
Definition: Response (action taken) to last year's Annual Program Review. May include recommendations for action for program improvement that are not formally addressed in this document.

Source: Program Directors

Measure: Participants Satisfaction
Participants: A minimum of one third of all Occupational Extension, New and Expanding Industry, Focused Industrial Training, and Small Business Center participants must be surveyed in each three year time period. The types of sampling methodologies could include: random samples of participants in each year, random samples of courses in each year, or a survey of all participants in a given year (to be done once every three years). If using the third methodology, Occupational Extension could be subdivided into three groups, but each
Occupational Extension discipline area must be surveyed in a three year time period. Variations on these survey methodologies may be approved by the AP Review Coordinator. It is anticipated that the survey process will take place at or near the end of the course/program.

Data on Small Business Centers would be drawn from the standardized survey that is utilized to generate the Annual Small Business Centers Report.

Definition: Percent of respondents, (who expressed an opinion) indicating satisfaction with the course/program.

Questions: See Appendix F, p. 130

Source: Continuing Education Division

APPENDIX D

ANNUAL PROGRAM REVIEW SURVEYS

CURRENT STUDENT SURVEY

POPULATION TO BE SURVEYED: Current students. Will survey a statistically-valid sample from classes to be determined each year.

TIME TO BE ADMINISTERED: Spring Semester

METHOD OF DISTRIBUTION: This survey will be administered online.

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program and Services Reviews)

APR REQUIREMENTS MET BY THIS SURVEY:
Measure: ***Student Satisfaction***

- **% of current students indicating satisfaction with the overall quality of the academic program**
- **% of current students indicating satisfaction with the overall quality of the College**

# of current students surveyed
Response rate of current students surveyed

Fayetteville Technical Community College

"Current Student Survey"

April 2009

Your response to the questions and statements below will help FTCC improve its programs and services to students. All responses are confidential and anonymous. Thank-you!

1. What was your PRIMARY educational objective when you FIRST enrolled at FTCC? (Check only one)	
○ Receiving a degree, diploma, or certificate from FTCC ○ Preparing for a new job ○ Improving existing job skills ○ Transferring to a four year college/university ○ Transferring to another two year college ○ Personal interest ○ Other (please specify)	
2. Have you changed this educational objective while you have been a student at FTCC?	
○ Yes, changed objective to SELECT FROM THESE RESPONSES ○ Yes, if not listed above, please specify ○ No	
3. Are you achieving your educational objective at FTCC?	○ Yes ○ No ○ Not sure
4. Would you recommend FTCC to others? If No, Why Not?	○ Yes ○ No
5. When would you like to have more classes scheduled:	○ In the morning ○ In the afternoon ○ In the evening ○ On the weekend ○ Online
6. When would you best be able to complete your program of study:	○ In the morning ○ In the afternoon ○ In the evening ○ On the weekend ○ By distance education (online courses, telecourses, etc.)
7. I take the majority of classes at the:	○ FTCC Main Campus ○ Spring Lake Campus ○ Fort Bragg site ○ Pope AFB site ○ Online ○ Horticulture Education Center ○ Other

8. Please indicate the radio station(s) you most often listen to: (Check all that apply)

FM Radio:

- 95.7 - WKML
- 96.5 - WFLB
- 98.1 - WQSM
- 99.1 - WZFX
- 103.5 - WRCQ
- 103.9 - The Light
- G-105
- 107.7 - WUKS
- 107 - B107

AM Radio:

- 640 - WFNC
- 1230 - WFAI
- 1490 - WAZZ
- 1600 - WIDU
- Other, please indicate below:

9. If you subscribe to Cable Television, indicate the station(s) you most often watch: (Check all that apply)

- WRAL TV 5 - CBS
- WECT TV 6 - NBC
- WTVD TV 11 - ABC
- WNCN TV 17 - NBC
- WKFT TV 40
- CNN
- ESPN
- BET
- FOX
- Nickelodeon
- EI Entertainment Television
- Community Channel
- TLC (The Learning Channel)
- Other, please indicate:

Using the scale below, please indicate your level of satisfaction with each:

A. Facilities/Services

1. Admissions process (entering College)

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

2. Registration for classes

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

3. Quality of Cashiering Services for tuition & fee payments; loans, Pell Grants, scholarship payments, and disbursements (Administration Building)

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied

- Don't Know/Does Not Apply

4. Quality of Financial Aid Services (Student Center) (The application process for loans, Pell Grants, and scholarships)

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

5. Quality of Counseling Services (Student Center)

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

6. Quality of Faculty Academic Advising

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

7. Quality of Campus Security

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

8. Quality of Library Resources and Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

9. Quality of Success Center Resources and Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

10. Quality of Career Center Resources and Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

11. Quality of Student Activities Office (ID Cards, Fall Festival, Spring Fling, Special Events)

- Very Satisfied
- Satisfied
- Dissatisfied

- Very Dissatisfied
- Don't Know/Does Not Apply

12. Quality of Bookstore

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

13. Quality of Cafeteria

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

14. Quality of Classroom/Lab equipment

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

15. Quality of Facilities

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

16. Quality of Grounds Maintenance

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

17. Quality of Health Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

18.Quality of Housekeeping Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

19. Quality of Internet Access/Computing Services

- Very Satisfied
- Satisfied

- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

20. Quality of the Blackboard system for Internet class delivery

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

21. Quality of Job Placement Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

22. Quality of Veterans Services

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

B. College Impressions

1. Teaching methods that meet students needs

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

2. Fair treatment of students

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

3. Education costs of FTCC

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

4. Campus access for students with disabilities

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

5. Safety and security of students on the campus

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

6. Sense of belonging on the campus

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

7. Freedom to express ideas and beliefs

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

8. Printed materials (brochures, advertisements, etc.) representative of FTCC students

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

9. Quality of instruction in major program area

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

10. Quality of instruction in other courses

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

11. Overall quality of the academic program

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

12. My classes have improved my communication skills (speaking, writing, reading and listening).

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

13. My classes have prepared me for the technical skills, including use of computer technologies, for my

chosen occupation.

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

14. My time at the college has improved my ability to analyze problems, make logical decisions and is likely to have a positive influence on my future interpersonal skills and relationships.

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

15. Overall quality of the College

- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Don't Know/Does Not Apply

In order to improve, we need your recommendations for improvement concerning any aspect of the College with which think improvements would benefit future FTCC students.

Comments:

Submit Survey Reset Survey

Last Modified: Monday, March 23, 2009 07:28:51 AM .

GRADUATE SURVEY

POPULATION TO BE SURVEYED:
All program completers within each academic year.

TIME TO BE ADMINISTERED:
April: Administered electronically at cap and gown pick-up before graduation.
August: Job Placement Office mails out surveys.

METHOD OF DISTRIBUTION:
Job Placement Coordinator mails surveys for graduates

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)
State Board Program Review Policy
FTCC Program and Services Review Policy

APR REQUIREMENTS MET BY THIS SURVEY:

Measure: ***Student Goal Accomplishment***

- **% of graduates achieving their educational goals**

Measure: ***Student Satisfaction***

- **% of graduates indicating satisfaction with the overall quality of the academic program**
- **% of graduates indicating satisfaction with the overall quality of the College**

Measure: ***Employment Rate***

- **% of graduates working**

# of graduates surveyed
Response rate of graduates surveyed

Fayetteville Technical Community College

2009 Graduate Survey

FTCC would like your impressions of the College. This survey will help us to improve for others who follow you. Through your feedback FTCC is able to determine how successful our programs have been and whether changes and/or improvements should be made. Please help us by first clicking the box(es) below to select the program(s) in which you will complete your course of study. If your program is not listed, click the box beside Other, then specify in the textbox.

Click the appropriate link below to go to your area of study:

ASSOCIATE DEGREE

CERTIFICATE

DIPLOMA

SELECT YOUR PROGRAM OF STUDY		
ASSOCIATE DEGREE PROGRAMS		
A/C, Heating and Refrigeration Technology	Accounting	Advertising and Graphic Design
Architectural Technology	Associate Degree Nursing	Associate in Arts
Associate in Arts Pre-Major in Business Administration	Associate in Arts Pre-Major in Business	Associate in Arts Pre-Major in Criminal Justice
Associate in Arts Pre-Major in Education and Special Ed	Associate in Arts Pre-Major in English	Associate in Arts Pre-Major in English Education
Associate in Arts Pre-Major in Health Education	Associate in Arts Pre-Major in History	Associate in Arts Pre-Major in Nursing
Associate in Arts Pre-Major in Physical Education	Associate in Arts Pre-Major in Political Science	Associate in Arts Pre-Major in Psychology
Associate in Arts Pre-Major in Social Science Secondary Ed.	Associate in Fine Arts	Associate in General Education
Associate in Science	Biology and Biology Education	Biotechnology
Chemistry and Chemistry Education	Mathematics Education	Community Spanish Interpreter
Automotive Systems Technology	Building Construction Technology	Business Administration
Business Administration Banking and Finance	Business Administration Human Resources Management	Business Administration Marketing and Retailing
Business Administration Operations Management	Business Administration Public Administration	Business Administration Electronic Commerce
Civil Engineering Technology	Computer Information Technology	Computer Programming
Criminal Justice Technology Latent Evidence	Criminal Justice Technology	Criminal Justice Technology Dual Enrollment with FSU
Criminal Justice Technology Financial Crime/Computer Fraud	Culinary Technology	Dental Hygiene
Early Childhood Associate	Early Childhood Associate Teacher Associate	Early Childhood Associate Special Education

☐ Early Childhood Associate Dual Enrollment with FSU	☐ Electrical/Electronic Technology	☐ Electronics Engineering Technology
☐ Emergency Medical Science	☐ Emergency Medical Science Bridging	☐ Emergency Preparedness Technology
☐ Fire Protection Technology	☐ Funeral Service Education	☐ General Occupational Technology
☐ Healthcare Management Technology	☐ Horticulture Technology Management	☐ Hotel and Restaurant Management
☐ Information Systems Security	☐ Machining Technology	☐ Medical Office Administration
☐ Networking Technology	☐ Nuclear Medicine Technology	☐ Office Systems Technology
☐ Paralegal Technology	☐ Postal Service Technology	☐ Physical Therapist Assistant
☐ Radiography	☐ Respiratory Therapy	☐ Speech-Language Pathology Assistant
☐ Surgical Technology	☐ Surveying Technology	☐ Web Technologies
☐ Other (please specify)		

SELECT YOUR PROGRAM OF STUDY

CERTIFICATE PROGRAMS

☐ Associate Degree Nursing Central Sterile Processing	☐ Architectural Engineering Construction CAD	☐ Air Conditioning, Heating and Refrigeration Basic
☐ Autobody Repair Basic	☐ Automotive Systems Technology Electrical/Electronics Systems	☐ Automotive Systems Technology Medium/Heavy Truck Maintenance
☐ Automotive Systems Technology Suspension, Brakes, Heating/Air Conditioning	☐ Automotive Systems Technology Engine Performance	☐ Automotive Systems Technology Power Trains
☐ Basic Law Enforcement Training	☐ Business Administration Logistics Management	☐ Business Administration Total Quality Management
☐ Business Administration Human Resources/Equal Opportunity	☐ Business Administration Small Business Management	☐ Business Administration Management
☐ Business Administration Small Business Startup	☐ Business Administration Entrepreneurship I	☐ Business Administration Payroll and Benefits Specialist
☐ Business Administration Sales and Customer Service	☐ Carpentry General Contractor's License Preparation	☐ Community Spanish Interpreter Facilitator
☐ Community Spanish Interpreter Spanish Language	☐ Computer Programming COBOL Programming	☐ Computer Programming Java
☐ Computer Programming Visual Basic Programming	☐ Computer Information Technology Computer Technologies	☐ Computer Information Technology Linux
☐ Computer Programming C++ Programming	☐ Criminal Justice Latent Evidence	☐ Culinary Technology Baking
☐ Culinary Technology Pantry Chef (Garde Manger)	☐ Early Childhood Associate Child Care Administration	☐ Early Childhood Associate Lateral Entry Teacher
☐ Early Childhood Associate Child Care Development	☐ Early Childhood Associate Infant/Toddler	☐ Early Childhood Associate Child Care Professional
☐ Emergency Medical Science	☐ Funeral Service Education North Carolina Funeral Director	☐ General Contractors License Preparation

Horticulture Science	Horticulture Science Basic Landscape Maintenance	Hotel and Restaurant Management
Information Systems Linux	Information Systems Hardware & Software	Information Systems Computer Technologies
Machining Technology Evening Basic	Mechanical Drafting Basic CAD Drafting	Medical Office Administration Basic Medical Office
Networking Technology Cisco Networking	Networking Technology Novell Networking	Networking Technology CISCO Networking
Nursing Assistant Huskins	Office Systems Technology Basic Office Systems Technology	Pharmacy Technology Huskins
Phlebotomy	Plumbing Basic	Postal Service Technology
Web Technologies Web Management	Web Technologies Web Back-Office	Web Technologies Web Management
Web Technologies Server Side Web Programming	Web Technologies Web Database	Web Technologies SGD Basics
Web Technologies Web Programming	Other	

SELECT YOUR PROGRAM OF STUDY

DIPLOMA PROGRAMS

A/C, Heating and Refrigeration	Associate in Arts	Associate in Science
Auto Body Repair	Carpentry	Cosmetology
Dental Assisting	Early Childhood Associate/Teacher Associate	Electrical/Electronics Technology
Electronics Engineering Technology	Emergency Medical Science	Funeral Service Education NC Funeral Director
Nuclear Medicine Technology	Paralegal	Pharmacy Technology
Plumbing	Practical Nursing	Surgical Technology
Surgical Technology (Bridging)	Welding Technology	Other

Please answer the questions/statements which best reflect your opinion.
Your answers are anonymous and used for statistical reasons.

1. Quality of instruction in program area courses				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
2. Quality of instruction in other courses				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
3. Overall quality of academic program				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
4. Quality of Academic Advising (Faculty Academic Advising)				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
5. Quality of Success Center Facility and Resources				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
6. Quality of Registration Process				
Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply
7. Counseling Information Desk - Lobby of Student Center				

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

8. Quality of Admissions (entering College) (Admissions Office)

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

9. Quality of Student Activities

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

10. Quality of Campus Security

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

11. Quality of Cashiering Services for tuition & fee payments, loans, Pell Grants, scholarship payments, and disbursements) (Administration Building)

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

12. Quality of Financial Aid Services (Student Center) (The application process for Loans, Pell Grants, and Scholarships)

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

13. Quality of Counseling Services (Student Center)

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

14. Quality of Success Center Services and Resources

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

15. Quality of Career Center Services

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

16. Quality of Media Services

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

17. Quality of the Library

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

18. Quality of Internet Access/Computing Services

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

19. Quality of Blackboard System for on-line class delivery

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

20. Overall quality of the College

Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know/ Does Not Apply

21. My goal(s) for attending FTCC were: (CHECK ALL THAT APPLY)

Earning an Associate Degree, diploma, or certificate	Preparing for/getting a new job (technical skills)
Transferring to a four-year college/university	Improving existing job skills
Improving Communication (speaking, writing, reading and listening)	Improving critical thinking and analytical skills
Improving interpersonal skills or relationships	Personal interest
Other (please specify)	

22. I accomplished my goals: (CHECK ONE)

- Yes, completely
- Yes, partially
- No

If your answer is Partially or No, please explain in comment box below
COMMENTS FOR QUESTION 22

23. If you did not accomplish your goal(s), which of the following best describes why you did not achieve your goal(s)? (CHECK ALL THAT APPLY)

☐ Job conflict	☐ New employment
☐ Financial hardship	☐ Family circumstances
☐ Joined the military/relocated	☐ Child care problems
☐ Medical problems	☐ Moved to a new area
☐ Lack of interest in pursuing course of study	☐ Dissatisfied with the services offered by the College
☐ Dissatisfied with the quality of instruction	☐ Other (please specify)

(If dissatisfied, please explain in the comment box below)

COMMENTS FOR QUESTION 23

24. If you were to begin again (i.e., if you had it to do over again) would you choose to attend FTCC?

- ○ Yes
- ○ No
- ○ Not Sure

(If no or not sure, please explain in comment box below)

COMMENTS FOR QUESTION 24

25. Did you participate in FTCC's Cooperative Education Program?

- ○ Yes
- ○ No
- ○ Wasn't eligible
- ○ Didn't know about it
- ○ Wasn't interested
- ○ Other (please specify) ____

26. Would you recommend FTCC to others?

- ○ Yes
- ○ No

(If no, please explain in comment box below)

COMMENTS FOR QUESTION 26

ADDITIONAL COMMENTS (i.e. Recommendations for Institutional Improvement)

27. Are you ACTIVE duty?

- Yes
- No

28. If yes, what branch of service?

- Army
- Air Force
- Navy
- Marines
- Coast Guard

Submit Reset

Modified: 03/03/2009

NON-RETURNING STUDENT SURVEY

POPULATION TO BE SURVEYED: The population of students to be sampled is defined as follows: Any student who enrolls in the fall (in the year studied) but does not re-enroll in the following fall semester.

TIME TO BE ADMINISTERED:

Oct. 14	**MIS provides labels for non-returning students**
Nov. 20	**Institutional Effectiveness and Assessment Office mails survey for non-returning students**
Jan. 16	**Institutional Effectiveness and Assessment Office summarizes data for non-returning students**

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)
State Board Program Review Policy
FTCC Program and Services Review Policy
NCCCS Critical Success Factors

APR REQUIREMENTS MET BY THIS SURVEY:

Measure: ***Student Goal Accomplishment***

- **% of non-returning students achieving their goal(s) for attending FTCC**
- **% of non-returning students indicating personal reasons (change in personal, family, or job situation)**
- **% of non-returning students indicating school-related reasons (inadequate offering or scheduling of courses; inadequate counseling and advisement or dissatisfaction with instruction)**

Measure: ***Student Satisfaction***

- **% of non-returning students indicating satisfaction with the overall quality of the academic program**
- **% of non-returning students indicating satisfaction with the overall quality of the College**

Measure: ***Employment Rate***

- **% of non-returning students working in a curriculum-related job**

# of non-returning students surveyed
Response rate of non-returning students surveyed

Fayetteville Technical Community College Survey #:
Non-Returning Student Survey

ALL RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL - PLEASE USE A DARK PEN!

Right	Wrong
●	⊠ ⓞ Ø

1. **What were your goal(s) for attending FTCC? (Check all that apply)**

   O Earning a degree, diploma, or certificate from FTCC
   O Preparing for/getting a new job
   O Improving existing job skills
   O Transferring to a four year college/university
   O Transferring to another two year college
   O Personal interest
   O Other (please specify)

2. **Did you accomplish your goal(s) for attending FTCC? (Check only one)**

   O Yes, completely
   O Yes, partially
   O No

3. **If you <u>did not</u> accomplish your goal(s) for attending FTCC, which of the following best describes why you did not achieve that goal(s)? Check all that apply**

   O Job Conflict
   O New employment
   O Financial Hardship
   O Family circumstances
   O Joined the military/relocated
   O Child care problems
   O Medical problems
   O Moved to new area
   O Lack of interest in pursuing course of study
   O Dissatisfied with the services offered by the College
   O Dissatisfied with the quality of instruction
   O Other (please specify)

4. **Which of the following best describes why you are <u>not</u> currently enrolled at FTCC? (Check all that apply)**

   O Accomplished my reasons for attending
   O Schedule conflicts
   O Courses that I need are not currently being offered
   O Attending another community college or university
   O Work conflict
   O Financial reasons
   O Family/personal reasons
   O Relocated
   O Other (please specify)

5. **Do you plan to re-enroll at FTCC during the next year?**

   O Yes
   O No
   O Not sure

6. **What is your current employment status?**

   O Full-time
   O Part-time
   O Self-employed
   O Unemployed
   O Retired

7. **If currently employed, is your employment related to your field of study at FTCC?**

   O Yes
   O No

8. **If unemployed, are you actively seeking employment?**

   O Yes
   O No

9. **Are you pursuing education at another community college or university?**

   O Yes
   O No

10. **If you were to begin again (i.e. if you had it to do over again) would you choose to attend FTCC?**

    O Yes
    O No
    O Not sure

11. **Would you recommend FTCC to others? (If no, please explain in comment box below)**

    O Yes
    O No

Please turn over

Please indicate your level of satisfaction with the following, using the following scale. Mark the number which best reflects your opinion.

4 = Very Satisfied	3 = Satisfied	2 = Dissatisfied	1 = Very Dissatisfied	0 = Don't Know

④ ③ ② ① ⓪	12. Admissions process
④ ③ ② ① ⓪	13. Registration for classes
④ ③ ② ① ⓪	14. Quality of Cashiering Services (Tuition & Fees, Loans, Pell Grants, and Scholarship Payments – Admissions Building)
④ ③ ② ① ⓪	15. Quality of Financial Aid Services (The application process for Loans, Pell Grants, and Scholarships – Student Center)
④ ③ ② ① ⓪	16. Quality of Counseling Services (Student Center)
④ ③ ② ① ⓪	17. Quality of Academic Advising (Faculty Academic Advising)
④ ③ ② ① ⓪	18. Quality of Campus Security
④ ③ ② ① ⓪	19. Educational costs of FTCC
④ ③ ② ① ⓪	20. Campus access for student with disabilities
	21. Learning Technologies Services/Resources
④ ③ ② ① ⓪	a. Quality of Library
④ ③ ② ① ⓪	b. Quality of Success Center
④ ③ ② ① ⓪	c. Quality of Media Services
④ ③ ② ① ⓪	22. Quality of Career Center
④ ③ ② ① ⓪	23. Quality of Student Activities
④ ③ ② ① ⓪	24. Quality of instruction in major program area
④ ③ ② ① ⓪	25. Quality of instruction in other courses
④ ③ ② ① ⓪	26. Overall quality of the academic program
④ ③ ② ① ⓪	27. Overall quality of the College

Comments:

Please return the survey in the postage-paid envelope provided.

Thank you for taking this survey!

EMPLOYER SURVEY

POPULATION TO BE SURVEYED: Employers of program completers within each academic year.

TIME TO BE ADMINISTERED:
November of each academic year

METHOD OF DISTRIBUTION: Institutional Effectiveness and Assessment Office mails surveys to employer of program completer. Employment Security Commission collects data and reports to NCCCS for Critical Success Factor Report.

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)
State Board Review Policy
FTCC Program and Services Review Policy
NCCCS Critical Success Factor Report

APR REQUIREMENT MET BY THIS SURVEY:

Measure: ***Employer Satisfaction with graduates/employees preparedness and training.***
- **Level of satisfaction**

# of Employers Surveyed
# of Employees Responding

Fayetteville Technical Community College
Employer Survey

Survey #:

PLEASE USE A DARK PEN!

Right	Wrong
●	☒ ⊘ Ø

Please use the following scale to mark the number which best reflects your opinion.

4 = Very Satisfied 3 = Satisfied 2 = Dissatisfied 1 = Very Dissatisfied 0 = Don't Know

1. Please mark the responses that most closely reflect your overall opinion of community college graduates employed by your organization.

(4) (3) (2) (1) (0)	A. Specific job-related knowledge
(4) (3) (2) (1) (0)	B. Specific job-related skills
(4) (3) (2) (1) (0)	C. Oral communication skills
(4) (3) (2) (1) (0)	D. Written communications skills
(4) (3) (2) (1) (0)	E. Problem solving skills
(4) (3) (2) (1) (0)	F. Organization and planning
(4) (3) (2) (1) (0)	G. Quality of work
(4) (3) (2) (1) (0)	H. Overall job preparation

2. Based on your experience with hiring FTCC graduates or students, would you consider hiring more?

(1) Yes

(2) No

3. Would you be interested in establishing an employer file (brochures, application) on your company in the FTCC Job Placement Center?

(1) Yes (Complete item on the reverse side)

(2) No

4. Would you be interested in an invitation to FTCC's Career Day in the future?

(1) Yes (Complete item on the reverse side)

(2) No

5. Does your firm participate in an FTCC Co-op work experience program?

(1) Yes

(2) No

6. If not, are you interested in learning about the benefits of participating in Cooperative Education?

(1) Yes

(2) No

7. What skills do you expect applicants to possess beyond specific occupational knowledge (Please print)?

8. What can FTCC do to improve the performance of your workforce and/or help your business operate more effectively?

The following information is optional:

Company Name

Street Address

City **State** **Zip Code**

ADVISORY COMMITTEE SURVEY

POPULATION TO BE SURVEYED: All Curriculum Advisory Committee members will be surveyed

TIME TO BE ADMINISTERED: Annually, during each Advisory Committee meeting.

METHOD OF DISTRIBUTION: Surveys are picked up by each Advisory Committee chairperson and distributed to each member.

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)
State Board Review Policy
FTCC Program and Services Review Policy

APR REQUIREMENT MET BY THIS SURVEY:

- **Advisory Committees meet each year**
- Minutes of the Advisory Committee meeting on file

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE
ADVISORY COMMITTEE SURVEY

Academic programs at FTCC undergo an important program review process annually. Your opinions and perceptions regarding the program you advise are important to us. Please take a few minutes to respond to the following survey questions.

Program Name: _____ Date of Committee Meeting: _____

1. Please mark the item(s) which best describe(s) the strengths of the program (mark all that apply).

- O Students' preparation for career/job market
- O Technical competencies of graduates
- O Program content
- O Student-to-faculty ratio
- O Caliber of faculty
- O Career/job placement opportunities
- O Classroom facilities/equipment
- O Lab/shop facilities/equipment
- O Marketing of program
- O Other (please specify) _____

2. Please mark the item(s) which best describe(s) the weakness of the program (mark all that apply).

- O Students' preparation for career/job market
- O Technical competencies of graduates
- O Program content
- O Student-to-faculty ratio
- O Caliber of faculty
- O Career/job placement opportunities
- O Classroom facilities/equipment
- O Lab/shop facilities/equipment
- O Marketing of program
- O Other (please specify) _____

Please turn over

3. **If possible, please indicate any local, state, and/or national trends which currently have an effect upon the program, or which could affect the future of the program.**

4. **Please indicate recommendation(s) for program improvement.**

FACULTY/ADMINISTRATION/STAFF
SUPPORT SERVICES SURVEY

POPULATION TO BE SURVEYED: All full-time employees.

TIME TO BE ADMINISTERED:
May of each academic year

METHOD OF DISTRIBUTION: Institutional Effectiveness and Assessment Office distributes surveys to each employee online and when necessary through campus interoffice mail.

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)
State Board Review Policy
FTCC Program and Services Review Policy

ASRS REQUIREMENTS MET BY THIS SURVEY:

Measure: ***Employee Satisfaction with the support services of the college.***
- **Level of satisfaction**

# of Employees Surveyed
# of Employees Responding

Fayetteville Technical Community Colle

Faculty/Administration/Staff Support Services Survey

(Part 1:) FTCC Service Area Users: The purpose of this instrument is to receive your observations and opinions regarding FTCC Support Services. Other surveys cover Educational Programs and Student Services so they are not included here. A fair and honest evaluation is important. Please give reasonable suggestions for improvement.

(Part 2:) At the request of the Diversity Committee, please respond to the items in this section. Your responses are valued by the committee:

What is your classification?

- ☐ Institutional Administrator
- ☐ Divisional Administrator
- ☐ Curriculum Faculty
- ☐ Continuing Education Faculty
- ☐ Professional Level Staff
- ☐ Secretary/Clerical Staff
- ☐ Service/Maintenance Staff
- ☐ Technical/Paraprofessional Level Staff

PART 1: Please indicate your OVERALL LEVEL of satisfaction with the following service areas:

Service Areas					
1. Admissions	☐ Very Satisfied	☐ Satisfied	☐ Dissatisfied	☐ Very Dissatisfied	☐ Have no basis for response/No Opinion
Number of Contacts	☐ Over 10	☐ 6-10	☐ 3-5	☐ 1-2	☐ Not at all
2. Bookstore	☐ Very Satisfied	☐ Satisfied	☐ Dissatisfied	☐ Very Dissatisfied	☐ Have no basis for response/No Opinion
Number of Contacts	☐ Over 10	☐ 6-10	☐ 3-5	☐ 1-2	☐ Not at all
3. Cafeteria	☐ Very Satisfied	☐ Satisfied	☐ Dissatisfied	☐ Very Dissatisfied	☐ Have no basis for response/No Opinion
Number of Contacts	☐ Over 10	☐ 6-10	☐ 3-5	☐ 1-2	☐ Not at all
4. Communications & Marketing	☐ Very Satisfied	☐ Satisfied	☐ Dissatisfied	☐ Very Dissatisfied	☐ Have no basis for response/No Opinion
Number of Contacts	☐				

Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
5. Facilities	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
6. Financial Aid	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
7. Financial Services	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
8. Grounds Maintenance	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
9. Housekeeping	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
10. Human Resources	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
11. Legal Services	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion

Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
12. Library	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
13. Maintenance	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
14. Mail Services	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
15. Media Services	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
16. Mgmt Info Serv (MIS)	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
17. Online Blackboard Support	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
18. Print Shop	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion

Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
19. Registrar's Office	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts.	Over 10	6-10	3-5	1-2	Not at all
20. Research and Planning	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
21. Resource Development.	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
22. Security	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
23. Success Center	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts	Over 10	6-10	3-5	1-2	Not at all
24. Warehouse (Shipping and Receiving) . .	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
Number of Contacts.	Over 10	6-10	3-5	1-2	Not at all

PART 2: Please indicate your level of satisfaction with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Have no basis for response/No Opinion
1. Fairness of hiring policies and procedures	○	○	○	○	○
2. Instructors' freedom to choose different teaching styles	○	○	○	○	○
3. Campus access for individuals with disabilities	○	○	○	○	○
4. Safety and security of employees on this campus	○	○	○	○	○
5. Sense of belonging	○	○	○	○	○
6. Freedom to express ideas and beliefs	○	○	○	○	○
7. Marketing materials which represent differences of our students	○	○	○	○	○
8. The ability to identify and accommodate students with learning disabilities	○	○	○	○	○

If you wish to make any comments, please use the box below. Do not press the Enter key at the end of each line, just let the text wrap around to the next line. If you have no comments, please do not type anything in the box.

Submit Survey Reset

Modified: 03/23/2009

INSTRUCTOR/COURSE EVALUATION

POPULATION TO BE SURVEYED: All students

TIME TO BE ADMINISTERED:
Each instructor will be evaluated each year, approximately the fifth week of eight-week class sessions and the ninth week of sixteen-week class sessions.

METHOD OF DISTRIBUTION: The Institutional Effectiveness and Assessment Office distributes secure online surveys to traditional and online students in classes are offered through the North Carolina Information Highway (NCIH), Telecourse, and College-by-Cassette. Evaluation forms are tailored to best accommodate the instructional mode of delivery.

NEEDS ADDRESSED THROUGH SURVEY:
Specialized Program Accreditations
Senate Bill 127, Sect. 109 (Annual Program Reviews)

ASRS REQUIREMENTS MET BY THIS SURVEY:
Measure: ***Student Satisfaction***

- **% of students indicating satisfaction with the overall quality of the Instructor and Course**
- **% of students indicating satisfaction with the overall quality of the classroom environment and support services and resources.**

# of students surveyed
Response rate of students surveyed

Fayetteville Technical Community College
Traditional Instructor/Course Evaluation

PLEASE USE A DARK PEN!

Right	Wrong
●	⊠ ⓪ Ø

Please use the following scale to mark the number which best reflects your opinion.

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree 0 = No Opinion/Not Applicable

Section I: Instructor and Course Evaluation

④ ③ ② ① ⓪ 1. The instructor demonstrates knowledge of this course's subject matter.

④ ③ ② ① ⓪ 2. The instructor demonstrates interest in the subject matter of this course.

④ ③ ② ① ⓪ 3. The instructor uses explanations that are clear and understandable.

④ ③ ② ① ⓪ 4. The instructor is available to help the students during office hours, by appointment, by telephone, or by electronic means (e-mail or web access).

④ ③ ② ① ⓪ 5. The instructor is considerate in his/her responses to my questions and problems.

④ ③ ② ① ⓪ 6. The instructor encourages me to ask questions or participate in class activities.

④ ③ ② ① ⓪ 7. The course is presented in a way that helps me learn and understand the material.

④ ③ ② ① ⓪ 8. The instructor allows sufficient time for assignments to be completed.

④ ③ ② ① ⓪ 9. The instructor gives assignments that are related to the learning objectives of this course.

④ ③ ② ① ⓪ 10. The instructor returns tests, assignments, and grades/evaluations in a reasonable length of time.

④ ③ ② ① ⓪ 11. The method of evaluation/grading for this course is clearly stated in writing.

Comments for Section I: (Please print)

Section II: Classroom Environment

④ ③ ② ① ⓪ 1. The physical environment of the classroom for this course is adequate, including space, lighting, ventilation, and temperature.

④ ③ ② ① ⓪ 2. The furnishings of the classroom for this course are adequate, including desks, chairs, and tables.

④ ③ ② ① ⓪ 3. The equipment in the classroom for this course is adequate, including white boards or chalk boards, television, computers, and projectors.

④ ③ ② ① ⓪ 4. The maintenance and cleanliness of the classroom for this course are adequate.

④ ③ ② ① ⓪ 5. The overall classroom environment for this course supports and promotes student learning.

④ ③ ② ① ⓪ 6. I would recommend this course to another student.

Comments for Section II: (Please print)

Please omit Section III if you have already completed the Support Services survey for another class.

Section III: Support Services

④ ③ ② ① ⓪	1. Effectiveness of Admission process (entering College)
④ ③ ② ① ⓪	2. Effectiveness of Registration for classes
④ ③ ② ① ⓪	3. Effectiveness of Business Services (Tuition & Fee, Loans, Pell Grants, and Scholarship Payments)
④ ③ ② ① ⓪	4. Effectiveness of Financial Aid Services (The application process for Loans, Pell Grants, and Scholarships)
④ ③ ② ① ⓪	5. Effectiveness of Counseling Services (Student Center)
④ ③ ② ① ⓪	6. Effectiveness of Academic Advising (Faculty Academic Advising)
④ ③ ② ① ⓪	7. Effectiveness of Campus Security
④ ③ ② ① ⓪	8. Campus access for students with disabilities
④ ③ ② ① ⓪	9. Effectiveness of Library Services
④ ③ ② ① ⓪	10. Effectiveness of Student Success Center
④ ③ ② ① ⓪	11. Effectiveness of Media Services
④ ③ ② ① ⓪	12. Effectiveness of Career Center Services
④ ③ ② ① ⓪	13. Quality of Student Activities
④ ③ ② ① ⓪	14. Overall quality of the College

Comments for Section III: (Please print)

APPENDIX E
S - A - M - P - L - E

ANNUAL PROGRAM REVIEW
FOR ACADEMIC YEAR FALL 2008 – SPRING 2009

PROGRAM CODE/TITLE: ☐

SECTION 1: PROGRAM PROFILE

Program awards: ☐ Degree ☐ Diploma ☐ Certificate

Mode of delivery:
☐ Day ☐ Evening ☐ Online ☐ Hybrid ☐ Web Assisted ☐ NCIH

% of degree	2008 – 2009	☐ 100%	☐ 75–99%	☐ 50–74%	☐ 25-49%	☐ < 25%
available online:	2007 – 2008	☐ 100%	☐ 75–99%	☐ 50–74%	☐ 25-49%	☐ < 25%
% of diploma	2008 – 2009	☐ 100%	☐ 75–99%	☐ 50–74%	☐ 25-49%	☐ < 25%
available online:	2007 – 2008	☐ 100%	☐ 75–99%	☐ 50–74%	☐ 25-49%	☐ < 25%

Location of offerings:
☐ Main ☐ SLC ☐ HEC ☐ Ft. Bragg ☐ Clinical Sites ☐ High Schools ☐ Other _____

Cooperative Education: ☐ Required ☐ Elective ☐ Not in Program

Resources/library holdings been reviewed:
Main Campus ☐ Yes ☐ NoIndicate semester: ☐

Spring Lake Campus ☐ Yes ☐ NoIndicate semester: ☐

Comments:

SECTION 2: ENROLLMENT

	2008 - 2009		2007- 2008		2006 - 2007	
Course Enrollment	**Fall**	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
# Enrolled in Program						
# Sections Offered						
# Sections Made						
Average Class Size						
% of Sections with Enrollment ≥ 12						

Maximum enrollment in program: ☐ Unlimited ☐ Capped at _____

Comments:

SECTION 3: GRADUATION

	2008 - 2009	2007 - 2008	2006 - 2007
# Graduates (Program)			
% of Available Graduates Working			
% of Graduates Working in a Curriculum-related Job			
Salary Average (Annual)			

Comments:

SECTION 4: GRADUATE SATISFACTION

Identify the percentage of respondents who indicated a satisfied rating or above in these areas:

	2008 - 2009	2007 - 2008	2006 - 2007
Quality of instruction in courses in program area			
Quality of instruction in courses not in program area			
Quality of academic program			
Would student come back to FTCC for additional education?			
Would student recommend FTCC to others?			

Comments:

SECTION 5: CERTIFICATES

Certificate	2008 - 2009		2007 - 2008		2006 - 2007	
	# Graduates	% Online	# Graduates	% Online	# Graduates	% Online

Comments:

SECTION 6: LICENSURE/CERTIFICATION:

Required for employment in program field: ☐ License ☐ Certification ☐ Not Applicable

License:	2008 - 2009		2007 - 2008		2006 - 2007		2005 - 2006		2004 - 2005	
Required Pass Rate for the Program (if applicable)										
	FTCC	**Average**	**FTCC**	**Average**	**FTCC**	**Average**	**FTCC**	**Average**	**FTCC**	**Average**
# Graduates Eligible to Take Exam										
# First-Time Test Takers Who Attempted Exam										
# First-Time Test Takers Who Passed Exam										
# Repeat Test Takers Who Attempted Exam										
# Repeat Test Takers Who Passed Exam										

Certification:	2008 - 2009		2007 - 2008		2006 - 2007		2005 - 2006		2004 - 2005	
Required Pass Rate for the Program (if applicable)										
	FTCC	**Average**	**FTCC**	**Average**	**FTCC**	**Average**	**FTCC**	**Average**	**FTCC**	**Average**
# Graduates Eligible to Take Exam										
# First-Time Test Takers Who Attempted Exam										

# First-Time Test Takers Who Passed Exam										
# Repeat Test Takers Who Attempted Exam										
# Repeat Test Takers Who Passed Exam										

Comments:

SECTION 7: BUDGET

	2008 - 2009	2007 - 2008	2006 - 2007
# FTE Generated			
# Instructor Positions Earned			
# Instructor Positions Funded			
Additional Positions Required			
# Unfilled Positions			
# Positions Lost (-) or Gained (+)			

Last New Full Time Faculty Hire Date:

	2008 - 2009	2007 - 2008	2006 - 2007
Supplies Purchased ($)			
Equipment Purchased ($)			

Comments:

SECTION 8: FACULTY

Faculty	2008 - 2009		2007 - 2008		2006 - 2007		2005-2006	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
# Full Time Faculty								
# Full Time Faculty Cross Teaching from Other Programs								
# Part Time Faculty								
Average Full Time Faculty Workload								
# Semester Hours Taught by Full Time Faculty								
# Semester Hours Taught by Part Time Faculty								
% of Semester Hours Taught by Full Time Faculty								

Identify the semesters in the 2008 - 2009 academic year in which the faculty credentials database was updated for the program:

☐ Fall ☐ Spring ☐ Summer

List the professional development activities completed this year to maintain currency in program:

Comments:

SECTION 9: PROGRAM EVALUATION

Date of last internal program review		
Date of last program revision		
Date of last program competencies review		
Date of last internal certificate review		
Last separate accreditation review:	Accreditation Agency:	
	Date:	
Date of next separate accreditation review		

Program Revisions:

Curriculum Committee Approval: ☐ Yes ☐ No

Substantive Change: ☐ Yes ☐ No

Reported to SACS: ☐ Yes ☐ No ☐ N/A

Reported to Accrediting Agency: ☐ Yes ☐ No ☐ N/A

Identify the three program competencies that were assessed in the 2008 - 2009:

	☐ Met ☐ Partially Met ☐ Not Met
	☐ Met ☐ Partially Met ☐ Not Met
	☐ Met ☐ Partially Met ☐ Not Met

How have the results from the previous year's assessment cycle impacted the direction and/or emphasis of the program?

SECTION 10: ADVISORY COMMITTEE

Dates of advisory committee meetings:

Are the minutes posted in WeaveOnline? ☐ Yes ☐ No

Members:	Qualifications/Affiliation:	# Years of Service

Recommendations from Committee:	Response/Action:

SECTION 11: RECRUITMENT/COMMUNITY INVOLVEMENT

List recruitment activities conducted during 2008-2009:

List community involvement activities for 2008-2009:

List committees/other campus activities to improve the college for 2008-2009:

SECTION 12: PLANNING ASSUMPTIONS (Cite sources of information)

Identify local trends that affect the program:

Short term (1-2 years):
Long term (3+ years):

Identify state/national trends that affect the program:

Short term (1-2 years):
Long term (3+ years):

Identify equipment, supplies, faculty, and facility needs required to meet these trends:

Short term (1-2 years):
Long term (3+ years):

Identify future wish items and their impact on the program:

Short term (1-2 years):
Long term (3+ years):

Identify maintenance and repairs needed for offices and classrooms used by the program:

Date program review is posted in WeaveOnline: |

Program Coordinator	Date	Dean	Date
Department Chair	Date	Associate Vice President for Curriculum Programs	Date
Division Chair	Date	Vice President of Academic and Student Services	Date

Copies of the Program Review are to be provided to the Director of the Institutional Effectiveness and Assessment Office after review/approval by the officials listed above.

APPENDIX F

Annual Program Review And Assessment
Recommendations For Quality Improvement

Curriculum Program Title:	**Curriculum Code:**	**Fiscal Year:**
Trends (attached additional pages if necessary):		
Needs (attached additional pages if necessary):		
Recommendations (attached additional pages if necessary):		
Response to Last Year's Recommendations (attached additional pages if necessary):		

_____	_____	_____	_____
Department Chairperson/Date	**Division Chairperson/Date**	**Dean Date**	**Associate VP for Curriculum Programs/Date**

Form A-28 **09/30/2008**

APPENDIX G

Continuing Education Programs no longer submit Annual Program Review forms. They use the data from the state through LEIS Datatel for review purposes.

APPENDIX H

FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE CORE COMPETENCIES

FTCC provides programs to meet the technical, vocational, and general education needs of its students and the surrounding community. Graduates of FTCC, regardless of program area, should possess a common core of general education competencies that promote success in the work place, facilitate the learning of technical skills, and ease the transition to further higher education. Achievement of these core competencies should also serve to enhance quality of life. In reviewing the required courses for all degree and diploma programs at the College, certain commonly embedded competencies within the general education core have been identified. These core competencies are defined as follows.

- **Communicate effectively in speaking, writing, reading, and listening.**
- **Use critical thinking to analyze problems and make logical decisions**
- **Demonstrate socialization skills that support cultural awareness and a global perspective.**
- **Demonstrate quantitative competencies.**
- **Demonstrate computer literacy**

Approval by the FTCC Board of Trustees, February 16, 2009

APPENDIX I

Syllabus
Prefix Number and Title
Semester and Year

Faculty Information:

Instructor:
Office Location:
Office Hours:
Phone:
Email:

Section(s), Time(s), and Location(s):

Course Description:

Prerequisites:

Co-requisites:

Required Textbooks:

Other Required Materials/Software:

Program/Course Learning Objectives:

FTCC Grading Procedures:

FTCC grades are based on a 4.0 grading system. Each grade is assigned a "grade point equivalent" in quality points for each term credit hour scheduled. The scholastic point average is determined by dividing the total of quality points earned by the number of term hours scheduled.

Numerical Grade	Grade	Grade Point Equivalent
93 – 100	A - Excellent	4 grade points for each credit hour
85 – 92	B - Good	3 grade points for each credit hour
77 – 84	C - Average	2 grade points for each credit hour
70 -76	D - Below Average	1 grade point for each credit hour
0 – 69	F - Failure	0 grade point
	I - Incomplete	After eight (8) weeks for 16 week classes and 4 weeks for 8-week classes, the grade becomes an "F"
	AU - Audit (No Credit)	No effect on grade point average
	NS - No Show	No effect on grade point average
	P - Proficiency	No effect on grade point average
	T - Transfer	No effect on grade point average
	W/P – Withdrew Passing	No effect on grade point average
	W/F - Withdrew Failing	0 grade point

I (Incomplete) may be given at the discretion of the instructor when all course requirements have not been met. After eight weeks from the beginning of the next term, an incomplete grade in a sixteen-week class becomes an “F.” After four weeks from the beginning of the next term, an incomplete grade in an eight or nine-week class becomes an “F.”

AU (Audit) requests must be made at the first class session. The intent of the AU is to allow students to take courses for no credit. Forms must be obtained from the Registrar's Office and be signed by both student and instructor during the first two days of the sixteen-week course and the first day of an eight-week course.

Developmental classes may not be audited. To receive the AU, the student must meet all course requirements. This grade is permanent and can not be converted to a letter grade.

NS (No Show) is administered when a student registers, but fails to attend class(es) prior to the 10% point of the term.

P (Proficiency) by examination may be given after the student has registered for the course and after a preliminary screening test is given by the department chairperson. The grade equates to a “C” or better. This process must be completed within the first four class days

of the term.

T (Transfer) credit is granted for courses completed at other regionally accredited community colleges, colleges, and universities.

W/P (Withdrew Passing) is the grade given when withdrawals or drops occur on or before the 90 percent date of the term and the student's average in the class is equivalent to a passing grade.

W/F (Withdrew Failing) is the grade given when withdrawals or drops occur before the 90 percent date of the term and the student's average in the class is equivalent to a failing grade.

Withdrawing from an eArmyU Course

Before dropping a course, please note the following:

You must obtain military approval from an Army Continuing Education System Counselor in order to withdraw from a course without incurring financial penalties. This type of approval will only be granted if your line of work in the military prevents you from completing the course.

You can also withdraw from a course directly through the portal for personal reasons. This type of withdrawal should only be undertaken if you wish to drop a course after it has begun for non-military reasons. You will incur a financial penalty for withdrawing from a course in this manner. The penalty incurred will be in accordance with the Army refund schedule.

If you drop a course 10 or fewer days before the course start date (14 days for OCONUS), you will be charged a flat cancellation fee as reimbursement for the cost of the course materials, which are shipped 10 days prior to the course start date.

If you withdraw from a course on or after the first day of class, you will be required to reimburse the Army the tuition amount based upon the eArmyU refund schedule and the cost of course materials. If you withdraw from a course after 19% of the course has elapsed, you will be required to reimburse the Army the full amount of eArmyU tuition and the cost of course Materials. (See VII-11.10: Tuition Assistance Recoupment Form.)

Students will receive their grades via Web Advisor.

All final course grades will be letter grades in accordance with the adopted grading system. Grade reports are posted via Web Advisor.

All students must have at least a 2.0 grade point average (major and cumulative GPA) and have passed all curricular subjects as listed in the course outline under which they entered to be eligible for graduation. They must also meet the grade level needed in major subjects required to take licensure examinations.

Health occupations curricula, Funeral Service Education, and Paralegal Technology require course grades of C or better in order to progress to the next course/term. Each department area

will issue to the student in written form the necessary information to cover such grading policies. Students who request transfers to other degree curricula are expected to have maintained a 2.0 GPA on all courses completed including prerequisite courses.

Student Attendance Policy:

Regular class attendance is an essential part of the education process; therefore, absences must be kept to a minimum. While stressing regular attendance, FTCC simultaneously desires to allow students to develop a real sense of personal responsibility toward their studies. This policy has been established for the benefit of students who are forced, because of reasons beyond their control, to miss classes. Attendance may be taken separately in each portion of a course (i.e., class, lab, clinic, shop). Missing 20 percent of any portion of a course may result in administrative withdrawal.

1. Students who add a course after the first day of the class are responsible for all materials covered from the beginning of the course. Classes missed prior to a student's late enrollment in a course are included in the calculation of absences.

2. Instructors are encouraged to refer students with excessive absences to Counseling services.

3. Each student is expected to attend class regularly – at least 80 percent of all scheduled contact hours.

4. If absences exceed 20 percent, the faculty member may drop the student from the course at any point during the term, or if the student is performing acceptably, he or she may be allowed to continue in the course under conditions set by the instructor.

5. Tardy students interrupt the beginning of a class meeting. If a student enters the class after the faculty member has started the class, the student shall be recorded as being tardy. Three tardies shall be counted as one absence.

6. No absence, for any reason, shall excuse a student from an announced test or other assigned activity. Make-up of any tests or work missed shall be at the discretion of the faculty member.

7. Each student dropped may submit a request through the Director of Counseling for review by the Student Appeals Committee.

8. The following programs and departments have special attendance policies which will be distributed to the students during the first week of classes: Associate Degree Nursing, BLET, Dental Assisting, Dental Hygiene, Emergency Medical Science, Emergency Medical Technician (Continuing Education), Nursing Assistant (Continuing Education), Pharmacy Technology, Phlebotomy, Physical Therapist Assistant, Practical Nursing, Radiography, Respiratory Care, Speech-Language Pathology Assistant, and Surgical Technology.

Students who receive Financial Aid or VA Educational benefits should confer with personnel in those offices regarding the impact of attendance on their eligibility for financial assistance

Student Code of Conduct:

Students are expected to conduct themselves in accordance with generally accepted standards of scholarship and conduct. The purpose of this code is not to restrict student rights but to protect the rights of individuals in their academic pursuits. Students should review the Student Code of Conduct in the "Student Rights" section of the FTCC Catalog at the Fayetteville Technical Community College website: http://www.faytechcc.edu/ftcccatalog/pdfs/studentrights.pdf**.**

Academic Integrity:

Students should review the Student Code of Conduct in the "Student Rights" section of the FTCC Catalog at the Fayetteville Technical Community College website: http://www.faytechcc.edu/ftcccatalog/pdgs/studentrights.pdf.

Americans with Disabilities Act:

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Special Populations, located in Room 143 of the Tony Rand Student Center, as soon as possible to better ensure that such accommodations are implemented in a timely fashion. You may also contact the Special Populations Coordinator at (910) 678-8479. More information may be found in the college catalog: http://www.faytechcc.edu/ftcccatalog/pdfs/studentlife.pdf.

Nondiscrimination Statement:

Fayetteville Technical Community College does not practice nor condone discrimination in any form against students, employees, or applicants on the grounds of race, color, national origin, religion, sex, age disability or political affiliation. Fayetteville Technical Community College commits itself to positive action to secure equal opportunity regardless of those characteristics. View the full Nondiscrimination Statement at: http://www.faytechcc.edu/StudentHandbook/handbook/crime.pdf**.**

Division/Department/Program Chair Information:

Name Telephone Email Address

Safety and Security:

The college is very concerned about protecting its students, employees, and visitors at all campus locations. Students can help the college protect everyone by reporting immediately any threats received or heard to their instructors, security, or any college staff member. The college always takes steps to protect students who have reason to believe that they are in any type of danger. Also, students should remember to keep their belongings in secure places and to report any suspicious activities to college officials. "Together, we can help our campus to be a safer place."

Security – Main Campus: 678-8433
Cell (After 5 p.m. and weekends): 624-5959
Beeper (After 5 p.m. and weekends): 825-6924
Or use the emergency call boxes located around campus

Under Revision
(AVP of Curriculum Programs)

GLOSSARY
Planning & Evaluation Terms and Acronyms
that appear in the current *Strategic Plan*

ABE – Adult Basic Education

ABET - Accreditation Board for Engineering and Technology, Inc.

ABA – American Bar Association

ACRL - Association of College and Research Libraries

Activities *- are the specific and detailed actions which will be taken in order to accomplish measurable Planning Unit Objectives.*

ADA - Americans with Disabilities Act

ADN – Associate Degree Nursing

AEOP - Association of Educational Office Professionals

AHS - Adult High School

Annual Program and Services Review *is an annual assessment of all instructional programs and support services areas which is primarily a quantitative display of critical data elements for the purpose of monitoring quality and making management decisions for program/services improvement. This process was mandated by the State Board of Community Colleges November 1994.*

APR – Annual Program Review

ASL – American Sign Language

AWWA – American Water Works Association

BISP - Basic Instructor Skills Program
Also
BISP - Building Instructional Skills Program

BLET - Basic Law Enforcement Training

BOT – Board of Trustees

BRAC – Base Realignment And Closure

CCCLA – Council of Community College Library Administrators

CCLINC - Community College Libraries in North Carolina

CED - Compensatory Education Development

CIS - College Information System

CORD - Council of Officers for Resource Development

CPE – Center for Professional Excellence

CRD - Council for Resource Development

Critical Needs Form *is a projection of long-range (five-years) needs in the areas of personnel, facilities and equipment provided by all divisions, e.g., Continuing Education, Curriculum Programs, Personnel, Student Development, Marketing and Communications, etc. This form is due in June of each year and is required as a part of the* ***Institutional Effectiveness Plan****, submitted to the Department of Community Colleges each September.*

Critical Success Factors *are "the key things that must go right for any given organization or System to flourish and achieve its goals."*

CSF – Critical Success Factors

CTAM – Centralized Tuition Assistance Management

CTP - College Tech Prep

DOD – Department of Defense

DPI - Department of Public Instruction

DSOI – Developmental Studies Outreach Initiative

eArmyU - Army University Access Online

EMS - Emergency Medical Services

EMT - Emergency Medical Technician

End-of-Year Report *includes outcomes measures on all Planning Unit Activities in the* ***Strategic Plan*** *for the previous year. The focus is on accomplishments during the year, rather than on routine functions of the College.*

Environmental Scanning *involves tracking and describing pertinent internal and external social, technological, economic, environmental, and political (STEEP) trends that may affect the College. Departments and divisions use these data for making decisions during the planning process for the upcoming year and five-year period.*

EPA - Environmental Protection Agency

E-Procurement – Electronic Purchasing of State supported Vendors.

Equipment Decision Package Form *must be completed for all proposed equipment expenses for the next academic year that are expected to exceed the current year's equipment budget.*

ESL - English as a Second Language

Facilities Decision Package Form *must be completed for all new construction or renovations proposed for the five-year planning cycle.*

FBLA - Future Business Leaders of America, High School Level of Phi Beta Lambda

FCE – Fayetteville Education Television

FCETV – Fayetteville Cumberland Education Television

FIT - Focused Industry Training

FMLA – Family Medical Leave Act

FTE - Full-Time Equivalent

GED - General Educational Development

Goals *are the seven (7) statements that embody FTCC's overall responsibilities and intentions for fulfilling its* ***Mission (Purpose)*** *and educational philosophy.*

GoArmyEd - Army University Access Online

HRD - Human Resources Development

HTC - Health Technology Center

Institutional Critical Success Factors *are key measures that are reviewed annually to provide a quick assessment of how effective FTCC is in addressing* ***Institutional Goals****. FTCC has included all appropriate* ***System-Level Critical Success Factors*** *on the FTCC matrix and has added additional factors that meet specific information needs of our College. This matrix is reviewed and updated each year as a part of the planning process. (See also* ***Critical Success Factors****.)*

IEP – Institutional Effectiveness Plan

IPEDS - **Integrated Postsecondary Education Data System**

LAN - Local Area Network

LCD – Liquid Crystal Display

LEIS - Literacy Education Information System

Matchforce - ***An Internet based service that matches jobs and contracts with those seeking them.***

MIS - Management Information System

MIT - Media Integration Technology

Mission Statement - ***used interchangeably with Purpose Statement. (See Purpose Statement.)***

MOU – Memorandum of Understanding

MPEG - Motion Pictures Expert Group

MRI – Magnetic Resonance Imaging

NCAAWCC - North Carolina Association of Women in Community Colleges

NCACCIA – North Carolina Association of Community College Instructional Administrators

NCAEOP - North Carolina Association of Educational Office Professionals

NCCCAEA - North Carolina Community College Adult Educators Association

NCCCLRA - North Carolina Community College Learning Resources Association

NCCCS - North Carolina Community College System

NCHEDS - North Carolina Higher Education Data System

NCIH - North Carolina Information Highway

NCMBC - North Carolina Military Business Center

NEIT - New & Expanding Industry Training

NV-THS - National Vocational-Technical Honor Society

Objectives/Outcomes *support the **Institutional Goals**; however, they more specifically address Planning Unit concerns and are more measurable in describing intended outcomes which, when achieved, will contribute to the College's attainment of its **Goals**. Every **Objective** is followed by more specific, action-oriented **Activities**, the evaluation of which forms the **End-of-Year Report**. (See also **Activities**.)*

OSHA - Occupational Safety and Health Administration

"Other" Operating Expense Decision Package Form *must be completed for exceptional expenses, not routine "other costs" items.*

PBL – Phi Beta Lambda

PBS Courses - Public Broadcasting System

Performance Evaluation *is the comparison of the stated or intended (goal statement done in the planning cycle) with the actual results (end-of-year report). Study of the similarity (or difference) in stated and actual outcomes of* ***Activities*** *forms the basis for recommendations for improvement during the next year's planning process.*

Performance Evaluation Measures *are the goal statement(s) established for each* ***Institutional Critical Success Factor****. The goal statements are the* ***Performance Evaluation Measures*** *for* ***Activities*** *in the* ***Strategic Plan****. Every* ***Critical Success Factor*** *is found in the* ***FTCC Strategic Plan*** *expressed as a* ***Performance Evaluation Measure*** *of one or more* ***Activity****.*

PEMS – Performance Evaluation Measures.

PFHE – Parents for Higher Education

Planning Assumptions *are the most significant economic, political, technological, environmental, and social factors thought to have impacts upon the College's current operations and future development.*

Planning Units *are the twelve areas of the College which develop a purpose statement, objectives and activities and performance evaluation measures for the Strategic Plan and End-of-Year Report.*

Professional Development Plans *are prepared by each faculty and professional staff member proposing his/her activities for the coming year and indicating how these activities will contribute to the attainment of institutional* ***Goals*** *and/or Planning Unit* ***Objectives*** *and* ***Activities****.*

PTK - Phi Theta Kappa

Purpose Statement *states the reason for the College's existence and describes the types of programs and services that the College provides to meet the educational needs of the community.*

SACS – Southern Association of Colleges and Schools

Salary Decision Package Form ***must be completed for all proposed additional personnel for the next academic year that are not funded under the current budget.***

SBC – Small Business Center

SGA – Student Government Association

Small Business Center - ***A learning center designed to increase the success rate of Small Business in North Carolina by assisting prospective and established small business persons to reach their full potential by utilizing all resources available to the network.***

Smart Start - Cumberland County Partnership for Children

SNCLDC – Southeastern North Carolina Library Directors Council

SOLINET - Automated interlibrary loans and other information services

SREB - Southern Regional Education Board

SST – Student Success Team

Strategic Plan ***is the selected course of action the College plans to take in order to accomplish its Mission. FTCC's Strategic Plan is published annually in August and includes supporting and auxiliary documents and materials associated with the planning and evaluation process, the plan for the next five-year period, and the evaluation of the previous year's plan (End-of-Year Report).***

Strategic Prioritization List ***is required of all divisions and includes the projected needs for the upcoming year, in order of priority. A consensus approach is used among all units and departments as the needs are determined by supervisors all along the process, until the Vice President, or other staff member reporting to the President, presents his/her division's Strategic Prioritization List to the President for his consideration and final decisions.***

TESOL - Teachers of English to Students of Other Languages

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2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
1. Planning Council Meeting (All Planning Units) Distribution of first draft of Planning Guide (Changes to be made before Jan. 20 distribution of Planning documents to the Board) a. Review, revise, and recommend changes for FTCC 2009 Goals, Purpose, Planning Assumptions, etc. b. Review of Planning Calendar 2009	January, 2009	Carl Mitchell Charlotte Hare
2. Distribute Planning Guide documents (Planning Assumptions, Purpose Statement, Institutional Goals, Graduate Competencies) to Board of Trustees Final Draft of Planning Guide complete	Tues., January 20	Carl Mitchell
3. Trustees Approve Planning Guide documents (Planning Assumptions, Purpose Statement, Institutional Goals, Graduate Competencies)	Mon., February 16	Carl Mitchell
4. County Funds Budget due to Business and Finance	Mon., March 2	Planning Unit Leaders & VP of Business and Finance
5. Annual Program Reviews Begin	Tues., March 3	Carl Mitchell
6. Final changes made to the draft of the Planning Guide published for Planning Meeting (See Strategic Plan Timeline)	Tues., March 17	Carl Mitchell
2009 PLANNING BEGINS		
7. Planning Guides and instruments for annual planning distributed, distribution of Strategic Planning blank forms to Assistants for Program Areas via Groupwise	Wed., March 25	Carl Mitchell Charlotte Hare

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
8. <u>Strategic Plan</u> a. Strategic Plan section # 1 related to upcoming objectives (all Planning Units) due to Institutional Effectiveness and Assessment Office b. FTCC Critical Success Factors (Due to Institutional Effectiveness and Assessment Office) c. VP President of Academic and Student Services and the President are advised of the probable data to be released from NCCCS in the upcoming Critical Success Factors (Performance Evaluation Measures) Report	Tuesday, April 14 NCCCS Schedule As completed	Director of IEA (Charlotte Hare) Planning Unit Leaders Administrative Assistants and VP of Academic and Student Services President
9. County Funds Budget to Board of Trustees	Mon., April 20	VP of Business and Finance President
10. County Funds Budget to County Commissioners	May (Exact Day TBD)	VP of Business and Finance President
11. <u>Strategic Plan Lists Due</u> a. Strategic Prioritization List b. Facilities Critical Needs c. Equipment Personnel Critical Needs List d. Other Critical Needs (All lists due to Institutional Effectiveness and Assessment)	Mon., June 1 (All lists due to Institutional Effectiveness and Assessment)	Planning Unit Leaders and Administrative Assistants

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
12. Critical Needs as identified by the Planning Unit Leaders will be provided, in turn, to the VP of Administrative Services, VP of Academic and Student Services, VP of Business and Finance to the President. The President in consultation with his Executive Council will determine the final Critical Needs prioritizations for the upcoming year.	Mon., June 14	Director of IEA VP of Admin Svcs VP of Academic and Student Services VP of Business and Finance President
13. Strategic Plan Decision Packages Due a. Equipment Decision Package b. Salary Decision Package c. Facilities Salary Decision Package d. Other Operating Expenses Decision Package e. Grant Decision Package (As required by RFP [Request For Proposal]) • ***Special Note: Decision Packages are needed for any additional costs of equipment, personnel or supplies outside the department's set budget. These should be sent to Betty Smith for consideration and consultation with the President. The needs should be explained within the Strategic Plan in the Objectives and Activities column, Performance Evaluation Measure column and Responsible Unit or Person column. The dollar amounts should be listed in the Additional Resources Required column. The amounts will be used to fill in the Critical Needs Section of the Strategic Plan.***	Wed., July 1 (All Decision Package forms are due to Office of Business and Finance)	VP of Business and Finance Director of IEA (Charlotte Hare) Planning Unit Leaders President

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
14. <u>FTCC Critical Success Factors (PEMs) and End of Year Report</u> (DUE from Planning Units - Final figures and changes due to Institutional Effectiveness and Assessment)	Monday, July 13	Planning Unit Leaders and Administrative Assistants Director of IEA
15. Final Critical Success Factors (PEMs) and End-of-Year (EOY) Reports for all Planning Units submitted, in turn, to the VP of Administrative Services, VP of Academic and Student Services, to the President. The President in consultation with his Executive Council will review/approve the PEMs and End-of-Year Reports (or return for corrective actions). The Director of IEA will publish after the President's approval the final PEMs and EOY Reports in Strategic Plan for the upcoming five-year period.	Monday, July 20	VP of Admin Svcs VP of Academic and Student Svcs President Director of IEA
16. <u>Strategic Plan</u> a. Final draft of Strategic Plan reviewed by IEA staff during period July 21 to 30, 2009 and addition of bolded "Assessment Supported" comment at the end of each Strategic Plan goal that is also included as one of the Assessment Plan Outcomes for the past year. b. Final draft of Strategic Plan reviewed by Planning Council during period July 31 to Aug 6, 2009 c. Planning Council Membership recommend changes to IEA Director who in turn notifies the Planning Units. Changes are accomplished not later than Aug 7, 2009 (changes that were made by Planning Unit Leaders based on Planning Council's recommendations will be sent back electronically to Planning Council Members for their second review) d. Final draft of Strategic Plan reviewed by the President and if approved, the President submits the plan to the Board of Trustees at the August 17th Board Meeting (Information at August 17th Board Meeting).	Tues., July 21 to Thurs., July 30 Fri., July 31 to Thur., Aug 6 Fri., August 7 Mon., August 17	Director of lEA Planning Council Planning Unit Leaders President

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

	STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
17.	<u>Strategic Plan</u> Office of the President receives approval/recommended changes from Board of Trustees IEA makes changes, if necessary, on original electronic copy and returns a paper copy to the Offices of the Vice-President of Administrative Services, VP of Academic and Student Services and the Office of the President Final verification of changes prior to the Director of IEA posting the updated Strategic Plan to R2W and the IEA Website Strategic Plan distributed to designated offices/staff	Mon., Sept. 14 Tues., Sept. 15 to Fri., Sept. 18 Mon., Sept. 21 Fri., Sept., 25	Director of IEA (Charlotte Hare) VP of Admin Svcs VP of Academic and Student Services President Administrative Assistants to the President (Betty Shackelford and/or Kay Williams)
18.	Begin collection of licensure information from division chairs and department chairs for Institutional Effectiveness Plan.	Friday, October 16	Janet Sexton
19.	<u>Institutional Effectiveness Plan</u> (Distributed to Executive Committee)	Friday, December 4	Carl Mitchell Charlotte Hare
	INSTRUCTOR/ CLASS/ SERVICES EVALUATIONS (BY STUDENTS) ***Online Surveys close within two weeks.***		
	Spring Evaluations		
20.	Surgical Technology Graduate Survey (Online)	Wed., March 11	Monika Morris
21.	Instructor Evaluations (Traditional Spring 16-week, 9th week of term) (Online)	Wed., March 18	Monika Morris
22.	Instructor Evaluations (Spring 16-week, 9th week of term) (Online)	Wed., March 18	Monika Morris

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)		Dates 2009	Point of Contact
23.	Paralegal Course Evaluation (Online)	Wed., March 18	Monika Morris
24.	Respiratory Care Employer Survey (Online)	Wed., March 25	Monika Morris
25.	Respiratory Care Program Personnel Survey (Online)	Wed., March 25	Monika Morris
26.	Respiratory Care Student Survey (Online)	Wed., March 25	Monika Morris
27.	ADN Clinical Agency (Online)	Wed., April 1	Monika Morris
28.	ADN Clinical Instructor (Online)	Wed., April 1	Monika Morris
29.	ADN Course Evaluation (Online)	Wed., April 1	Monika Morris
30.	Practical Nursing Course Evaluation (Online)	Wed., April 1	Monika Morris
31.	Practical Nursing Clinical Agency (Online)	Wed., April 1	Monika Morris
32.	Practical Nursing Clinical Instructor (Online)	Wed., April 1	Monika Morris
33.	Current Student Survey (Online)	Wed., April 1	Monika Morris
34.	Graduate Online Survey (Institutional Effectiveness and Assessment Office – Adjunct Computer Room) Graduate Online Survey (Online (Student Center Multipurpose Room Cap and Gown pickup - Online)	Tuesday, March 31, Wednesday, April 1 & Thurs., April 2 (9 -11 a.m. – 2-4 p.m.) April, Tues., 7- Wed., 8 (9 a.m. – 7 p.m.)	Monika Morris Charlotte Hare Janet Sexton
35.	Instructor Evaluations Spring 8/4-week Cycle (5th week of term) (Online)	Friday, April 17	Monika Morris
36.	Support Services Survey (Online)	Fri., May 1- Fri., May 8	Monika Morris
37.	Dental Assisting Graduate Survey (Online)	Wed., June 17	Monika Morris
38.	Dental Assisting Employer Survey (Online)	Wed., June 17	Monika Morris
39.	Dental Hygiene Employer Survey (Online)	Wed., June 17	Monika Morris
40.	Dental Hygiene Graduate Survey (Online)	Wed., June 17	Monika Morris

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

	STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
	Fall Evaluations		
41.	Paralegal Course Evaluation	Fri., November 6	Monika Morris
42.	Employer Survey – Mailed to Employers	Wed., November 11	Monika Morris
43.	ADN Clinical Agency (Online)	Thur., November 12	Monika Morris
44.	ADN Clinical Instructor (Online)	Thur., November 12	Monika Morris
45.	ADN Course Evaluation (Online)	Thur., November 12	Monika Morris
46.	Practical Nursing Course Evaluation (Online)	Thur., November 12	Monika Morris
47.	Practical Nursing Clinical Agency (Online)	Thur., November 12	Monika Morris
48.	Practical Nursing Clinical Instructor (Online)	Thur., November 12	Monika Morris
49.	Respiratory Graduate Survey	Thur., November 12	Monika Morris
50.	Non-Returning Students – Mailed to Students (Second mailing will follow)	Wed., November 18	Monika Morris
	EXTERNAL SURVEYS ***Dates approximated by State Federal Requirements.* DUE = *date survey should arrive at its destination***		
51.	IPEDS *(Integrated Post Secondary Educational Data System)* Winter Data Collection Begins.	Thur., December 4, 2008	Janet Sexton
52.	NCHED Library Survey (NCHED A6) Odd Years	Thur., January 8	Janet Sexton
53.	NCHED Financial Aid Summary Report (NCHED A-10)	Tues., January 13	Janet Sexton
54.	IPEDS *(Integrated Post Secondary Educational Data System)* Winter Data Collection (DUE)	Wed., January 14	Janet Sexton
55.	Institutional Profile for General Information and Enrollment Data (DUE to SACS)	Fri., January 16	Janet Sexton

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

	STRATEGIC PLANNING (by Categories)	Dates 2009	Point of Contact
56.	The College Board Survey (DUE)	Fri., January 23	Janet Sexton
57.	NCCCS Completer/Non-Completer Survey (DUE)	Mon., February 2	Janet Sexton
58.	IPEDS Annual Spring Data Collection (Begins)	Wed., March 4	Janet Sexton
59.	Peterson's Annual Survey of Undergraduate Institutions' (main survey)	Mon., March 9	Janet Sexton
60.	Academic Library Survey, Department of Education (Semiannual) *(see November 14, NCHED A-6 Library)*	Fri., March 20	Janet Sexton
61.	IPEDS Spring Data Collection (DUE)	Wed., April 8	Janet Sexton
62.	Peterson's Annual Survey of Undergraduate Institutions' Data Collection (enrollment update) (DUE)	Fri., April 24	Janet Sexton
63.	Financial Profile and Indicators (SACS) (previously, Institutional Profile for Financial Information)	Thur., July 16	Janet Sexton
64.	Peterson's Annual Survey of Undergraduate Institutions' (tuition/fee update Survey)	Mon., July 20	Janet Sexton
65.	NCHED A-9 *(North Carolina Higher Education Data)* Academic Calendar (DUE)	Mon., July 27	Janet Sexton
66.	NCHED A-3 Student Tuition, Fees, and Charges (DUE)	Thur., August 13	Janet Sexton
67.	IPEDS Fall Data Collection (Begins)	Fri., September 4	Janet Sexton
68.	Institutional Profile for Financial Information (DUE)	Mon., September 28	Janet Sexton
69.	IPEDS Fall Data Collection (DUE)	Mon., October 12	Janet Sexton
70.	Campus Crime and Security Survey (annual) (DUE)	Mon., October 12	Janet Sexton Wayne Sanderson

2009 INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT CALENDAR BY AREA

Dates are approximate, depending on availability of staff, information, and printing capabilities

STRATEGIC PLANNING (by Categories)		Dates 2009	Point of Contact
71.	NCHED A-1.2, New Undergraduate Transfer Students (DUE)	Mon., November 2	Janet Sexton
72.	NCHED A-10, Student Financial Aid Summary (DUE)	Fri., November 13	Janet Sexton
73.	NCHED A-6 Libraries Survey (semiannual) (DUE) *(see March 22, Academic Library Survey)*	Fri., November 13	Janet Sexton
	PUBLICATIONS		
74.	Begin collection of licensure information from division chairs and department chairs for Institutional Effectiveness Plan	Fri., October 16	Janet Sexton
75.	Fact Book (Collection of Research External Information)	November – mid-January	Janet Sexton
76.	Fact Book finalized, published, distributed	March	Janet Sexton
77.	Board of Trustees Orientation Manual published	Fri., June 26	Janet Sexton
78.	Handbooks and Manuals *(Administrative Procedures, Faculty, Academic Procedures, Organizational, Performance Evaluation, and Employment & Affirmative Action)* Revisions ongoing Published annually Most current edition online at R&P Website	Changes NLT Wed., July 15 Published Mon., September 28	Janet Sexton

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

FTCC dates are approximate, depending on availability of staff, information, and printing capabilities. Survey dates are approximate, depending on State/Federal Requirements. DUE = date survey should arrive at its destination.			**Point of Contact**
Thur., December 4, 2008	Report	IPEDS *(Integrated Post Secondary Educational Data System)* Winter Data Collection (Begins)	Janet Sexton
Thur., January 8, 2009	Report	Institutional Profile for General Information and Enrollment Data (DUE)	Janet Sexton
January 2009	Review	Distribution of Planning Guide DRAFT to all Planning Units (Changes to be made before Jan. 20 distribution of Planning documents to the Board) a. Review all contents to include FTCC Goals, Purpose, Planning Assumptions, Critical Success Factors b. Review of calendar, forms, evaluation material, and surveys	Carl Mitchell Charlotte Hare
Thur., January 8	Report	NCHED Library Survey (NCHED A6) Odd Years	Janet Sexton
Tues., January 13	Report	NCHED Financial Aid Summary Report (NCHED A-10)	Janet Sexton
Wed., January 14	Report	IPEDS Winter Data Collection (DUE)	Janet Sexton
Fri., January 16	Report	Institutional Profile for General Information and Enrollment Data (DUE to SACS)	Janet Sexton
Tues., January 20	Publication	Distribute Planning Guide documents (Planning Assumptions, Purpose Statement, Institutional Goals, Graduate Competencies) to the Board of Trustees Final Draft of Planning Guide complete	Carl Mitchell
Fri., January 23	Survey	The College Board Survey (DUE)	Janet Sexton
Mon., February 2	Survey	NCCCS Completer/Non-Completer Survey (DUE)	Janet Sexton

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Mon., February 16	Review	Trustees Approve Planning Guide documents (Planning Assumptions, Purpose Statement, Institutional Goals, Graduate Competencies)	Carl Mitchell
March	Publication	Fact Book finalized, published, distributed	Janet Sexton
Mon., March 2	County Funds	County Funds Budget due to Business and Finance	Planning Unit Leaders & VP of Business and Finance
Tues., March 3	Report	Annual Program Reviews Begin	Carl Mitchell
Wed., March 4	Report	IPEDS (Integrated Post Secondary Educational Data System) Spring Data Collection (Begins)	Janet Sexton
Mon., March 9	Survey	Peterson's Annual Survey of Undergraduate Institutions' Data Collection (enrollment update) (DUE)	Janet Sexton
Wed., March 11	Survey	Surgical Technology Graduate Survey (Online)	Monika Morris
Tues., March 17	Meeting	Final changes made to the draft of the Planning Guide published for Planning Meeting (See Strategic Plan Timeline)	Carl Mitchell
Wed., March 18	Evaluation	Instructor Evaluations (Traditional Spring 16-week, 9th week of term) (Online)	Monika Morris
Wed., March 18	Evaluation	Instructor Evaluations (Spring 16-week, 9th week of term) (Online)	Monika Morris
Wed., March 18	Evaluation	Paralegal Course Evaluation (Online)	Monika Morris
Fri., March 20	Survey	Academic Library Survey, Department of Education (Semiannual) *(see November 15, NCHED A-6 Library)*	Janet Sexton
Wed., March 25	Publication	Planning Guides and instruments for annual planning distributed to Planning Unit Leaders and Administrative Assistants via Groupwise	Carl Mitchell Charlotte Hare

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Wed., March 25	Survey	Respiratory Care Employer Survey (Online)	Monika Morris
Wed., March 25	Survey	Respiratory Care Program Personnel Survey (Online)	Monika Morris
Wed., March 25	Survey	Respiratory Care Student Survey (Online)	Monika Morris
Wed., April 1	Evaluation	ADN Clinical Agency (Online)	Monika Morris
Wed., April 1	Evaluation	ADN Clinical Instructor (Online)	Monika Morris
Wed., April 1	Evaluation	ADN Course Evaluation (Online)	Monika Morris
Wed., April 1	Evaluation	Practical Nursing Course Evaluation (Online)	Monika Morris
Wed., April 1	Evaluation	Practical Nursing Clinical Agency (Online)	Monika Morris
Wed., April 1	Evaluation	Practical Nursing Clinical Instructor (Online)	Monika Morris
Wed., April 1	Survey	Current Student Survey (Online)	Monika Morris
Tues., March 31, Wed., April 1 & Thurs., April 2 (9 -11 a.m. – 2-4 p.m.)	Survey	Graduate Survey Online (Institutional Effectiveness and Assessment Office Conference Room Computer)	Monika Morris Charlotte Hare Janet Sexton
April, Tues., 7 thru April, Wed., 8 (9 a.m. – 7 p.m.)	Survey	Graduate Survey Online (Student Center Multipurpose Room Cap and Gown pickup - Online)	Monika Morris Charlotte Hare Janet Sexton
Wed., April 8	Report	IPEDS Spring Data Collection (DUE)	

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Tues., April 14 NCCCS Schedule As completed	Publication	<u>Strategic Plan</u> a. Strategic Plan section # 1 related to upcoming objectives (all Planning Units) due to Institutional Effectiveness and Assessment Office b. FTCC Critical Success Factors (Due to Institutional Effectiveness and Assessment Office) c. VP President of Academic and Student Services and the President are advised of the probable data to be released from NCCCS in the upcoming Critical Success Factors (Performance Evaluation Measures) Report	Director of IEA (Charlotte Hare) Planning Unit Leaders Administrative Assistants and VP of Academic and Student Services President
Fri., April 17	Evaluation	Instructor Evaluations Spring 8/4 (5th week of term) (Online)	Monika Morris
Mon., April 20	County Funds	County Funds Budget to Board of Trustees	VP of Business and Finance President
Fri., April 24	Survey	Peterson's Annual Survey of Undergraduate Institutions' Data Collection (enrollment update) (DUE)	Janet Sexton
May (Exact Day TBD)	County Funds	County Funds Budget to County Commissioners	VP of Business and Finance President

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
May, Fri., 1- Fri., 8	Survey	Support Services Survey - Faculty and Staff (Online)	Monika Morris
Mon., June 1	Publication	Strategic Plan Lists Due a. Strategic Prioritization List b. Facilities Critical Needs c. Equipment/Personnel Critical Needs List d. Other Critical Needs (All lists due to Institutional Effectiveness and Assessment)	Planning Unit Leaders and Administrative Assistants
Mon., June 14	Strategic Prioritizations	Critical Needs as identified by the Planning Unit Leaders will be provided, in turn, to the VP of Administrative Services, VP of Academic and Student Services, VP of Business and Finance to the President. The President in consultation with his Executive Council will determine the final Critical Needs prioritizations for the upcoming year.	Director of IEA VP of Admin Svcs VP of Academic and Student Services VP of Business and Finance President
Wed., June 17	Survey	Dental Assisting Graduate Survey (Online)	Monika Morris
Wed., June 17	Survey	Dental Assisting Employer Survey (Online)	Monika Morris
Wed., June 17	Survey	Dental Hygiene Graduate Survey (Online)	Monika Morris
Wed., June 17	Survey	Dental Hygiene Employer Survey (Online)	Monika Morris
Fri., June 26	Publication	Board of Trustees Orientation Manual (as needed)	Janet Sexton

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Wed., July 1 (All forms due to Institutional Effectiveness and Assessment)	Publication	Strategic Plan Decision Packages Due a. Equipment Decision Package b. Salary Decision Package c. Facilities Salary Decision Package d. Other Operating Expenses Decision Package e. Grant Decision Package (All forms due to Business and Finance) * ***Special Note: Decision Packages are needed for any additional costs of equipment, personnel or supplies outside the department's set budget. These should be sent to Betty Smith for consideration and consultation with the President. The needs should be explained within the Strategic Plan in the Objectives and Activities column, Performance Evaluation Measure column and Responsible Unit or Person column. The dollar amounts should be listed in the Additional Resources Required column. The amounts will be used to fill in the Critical Needs Section of the Strategic Plan.***	VP of Business and Finance Director of IEA (Charlotte Hare) Planning Unit Leaders President
Mon., July 13	Reports	<u>FTCC Critical Success Factors (PEMs) and End of Year Report</u> (DUE from Planning Units - Final figures and changes due to Institutional Effectiveness and Assessment)	Planning Unit Leaders and Administrative Assistants Director of IEA
Thu., July 16	Reports	Financial Profile and Indicators (SACS) (previously, Institutional Profile for Financial Information)	Janet Sexton

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Mon., July 20	Reports	Final Critical Success Factors (PEMs) and End-of-Year (EOY) Reports for all Planning Units submitted, in turn, to the VP of Administrative Services, VP of Academic and Student Services, to the President. The President in consultation with his Executive Council will review/approve the PEMs and End-of-Year Reports (or return for corrective actions). The Director of IEA will publish after the President's approval the final PEMs and EOY Reports in Strategic Plan for the upcoming five-year period.	VP of Admin Svcs VP of Academic and Student Svcs President Director of IEA
Mon., July 20	Survey	Peterson's Annual Survey of Undergraduate Institutions' (tuition/fee update Survey)	Janet Sexton
Mon., July 27	Report	NCHED A-9 (North Carolina Higher Education Data) Academic Calendar (DUE)	Janet Sexton
July 21 to 30 July 31 to Aug 6 August 7 August 17	Publication	Strategic Plan a. Final draft of Strategic Plan reviewed by IEA staff during period July 21 to 30, 2009 and addition of bolded "Assessment Supported" comment at the end of each Strategic Plan goal that is also included as one of the Assessment Plan Outcomes for the past year. b. Final draft of Strategic Plan reviewed by Planning Council during period July 31 to Aug 6, 2009 c. Planning Council Membership recommend changes to IEA Director who in turn notifies the Planning Units. Changes are accomplished not later than Aug 7, 2009 (changes that were made by Planning Unit Leaders based on Planning Council's recommendations will be sent back electronically to Planning Council Members for their second review) d. Final draft of Strategic Plan reviewed by the President and if approved, the President submits the plan to the Board of Trustees at the August 17th Board Meeting (Information at August 17th Board Meeting).	Carl Mitchell

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Thu., August 13	Report	NCHED A-3, Student Tuition, Fees, and Charges (DUE)	Janet Sexton
Fri., Sept. 4	Report	IPEDS Fall Data Collection (Begins)	Janet Sexton
Mon., Sept. 14 Sep 15 to 18 Sep 21 Fri., Sept., 25	Publication	<u>Strategic Plan</u> Office of the President receives approval/recommended changes from Board of Trustees IEA makes changes, if necessary, on original electronic copy and returns a paper copy to the Offices of the Vice-President of Administrative Services, VP of Academic and Student Services and the Office of the President Final verification of changes prior to the Director of IEA posting the updated Strategic Plan to R2W and the IEA Website Strategic Plan distributed to designated offices/staff	Director of IEA (Charlotte Hare) VP of Admin Svcs VP of Academic and Student Services President Administrative Assistants to the President (Betty Shackelford and/or Kay Williams)

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Changes NLT Wed., Jul. 15 Paper Copies Published Mon., Sept. 28	Publications	Handbooks and Manuals (Administrative Procedures, Faculty, Academic Procedures, Organizational, Performance Evaluation, and Employment & Affirmative Action) Revisions ongoing Republished annually Most current edition online at R & P Website	Janet Sexton, Monika Morris
Mon., Sept. 28	Report	Institutional Profile for Financial Information (DUE)	Janet Sexton
Mon., Oct., 12	Report	IPEDS Fall Data Collection (DUE to Institutional Effectiveness and Assessment Office)	Janet Sexton
Mon., Oct., 12	Report	Campus Crime and Security Survey (annual) (DUE)	Janet Sexton
Fri., Oct. 16	Publication	Begin collection of licensure information from division chairs and department chairs for Institutional Effectiveness Plan	Janet Sexton
November – mid January	Publication	Fact Book (Collection of Researched External Information)	Janet Sexton
Mon., Nov. 2	Report	NCHED A-1.2, New Undergraduate Transfer Students (DUE)	Janet Sexton
Fri., Nov. 6	Evaluation	Paralegal Course Evaluation	Monika Morris
Wed., Nov. 11	Survey	Employer Survey – (Mailers and Online)	Monika Morris
Thu., Nov. 12	Evaluations	ADN Clinical Agency (Online)	Monika Morris
Thu., Nov. 12	Evaluations	ADN Clinical Instructor (Online)	Monika Morris
Thu., Nov. 12	Evaluations	ADN Course Evaluation (Online)	Monika Morris
Thu., Nov. 12	Evaluations	Practical Nursing Clinical Agency (Online)	Monika Morris
Thu., Nov. 12	Evaluations	Practical Nursing Clinical Instructor (Online)	Monika Morris
Thu., Nov. 12	Evaluations	Practical Nursing Course Evaluation (Online)	Monika Morris
Thu., Nov. 12	Survey	Respiratory Graduate Survey (Online)	Monika Morris

INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT ANNUAL CALENDAR OF EVENTS
(December 2008 – December 2009)

Dates are approximate, depending on availability of staff, information, and printing capabilities			**Point of Contact**
Fri., Nov. 13	Report	NCHED A-10, Student Financial Aid Summary (DUE)	Janet Sexton
Fri., Nov. 13	Survey	NCHED A-6 Libraries Survey (semiannual) (DUE)	Janet Sexton
Wed., Nov. 18	Survey	Non-Returning Student Survey – Mailed (Second mailing to follow)	Monika Morris
Fri., December 4, 2009	Publication	Institutional Effectiveness Plan (Published and Distributed to Executive Committee)	Charlotte Hare

STRATEGIC PLAN TIMELINE
(March – September 2009)

Decision Packages no longer need to be sent to the IEA Office, only send to the Business and Finance Office. (*See Wed. July 1 for details)			**Point of Contact**
Mon., March 2	County Funds	County Funds Budget due to Business and Finance	Planning Unit Leaders VP of Business and Finance
Tues., March 17	Planning Council Meeting	<u>Planning Council Meeting</u> (PC Members) a. Review and recommending approval of Planning Guide (to the President for final approval) b. Review and recommending approval of Fact Book (to the President for final approval) c. President considers approval and authorization to release the Planning Guide and Fact Book d. Director of IEA posts both documents to R2W and the IEA Website	Director of IEA (Charlotte Hare & Janet Sexton) Planning Council President
Wed., March 25 **Throughout the Month of March**	Planning Planning Retreats	Planning Guides and instruments for annual planning distributed to Planning Unit Leaders and Administrative Assistants Planning Units will be holding their Annual Planning Retreats with their staff to develop plans, goals and objectives for the upcoming year.	Director of IEA (Charlotte Hare) Planning Unit Leaders Administrative Assistants

STRATEGIC PLAN TIMELINE
(March – September 2009)

Decision Packages no longer need to be sent to the IEA Office, only send to the Business and Finance Office. (*See Wed. July 1 for details)			**Point of Contact**
Tues., April 14	Draft Updates of various Strategic Plan Sections	<u>Strategic Plan</u> a. Strategic Plan section # 1 related to upcoming objectives (all Planning Units) due to Institutional Effectiveness and Assessment Office b. FTCC Critical Success Factors (Due to Institutional Effectiveness and Assessment Office) c. VP President of Academic and Student Services and the President are advised of the probable data to be released from NCCCS in the upcoming Critical Success Factors (Performance Evaluation Measures) Report	Director of IEA (Charlotte Hare) Planning Unit Leaders Administrative Assistants and VP of Academic and Student Services President
Mon., April 20	County Funds	County Funds Budget to Board of Trustees	VP of Business and Finance President
May (Exact Day TBD)	County Funds	County Funds Budget to County Commissioners	VP of Business and Finance President

STRATEGIC PLAN TIMELINE
(March – September 2009)

Decision Packages no longer need to be sent to the IEA Office, only send to the Business and Finance Office. (*See Wed. July 1 for details)			**Point of Contact**
Wed., July 1 (All Decision Package forms are due to Office of Business and Finance)	Decision Packages Outside of Division or Department's Set Budget	Strategic Plan Decision Packages Due a. Equipment Decision Package b. Salary Decision Package c. Facilities Salary Decision Package d. Other Operating Expenses Decision Package e. Grant Decision Package (All forms due to Business and Finance) * ***Special Note: Decision Packages are needed for any additional costs of equipment, personnel or supplies outside the department's set budget. These should be sent to Betty Smith for consideration and consultation with the President. The needs should be explained within the Strategic Plan in the Objectives and Activities column, Performance Evaluation Measure column and Responsible Unit or Person column. The dollar amounts should be listed in the Additional Resources Required column. The amounts will be used to fill in the Critical Needs Section of the Strategic Plan.***	VP of Business and Finance Director of IEA (Charlotte Hare) Planning Unit Leaders President
Mon., June 1	Critical Needs Requirements for upcoming year	<u>Strategic Plan</u> Lists Due a. Strategic Prioritization List b. Facilities Critical Needs c. Equipment/Personnel Critical Needs List d. Other Critical Needs (All lists due to Institutional Effectiveness and Assessment)	Planning Unit Leaders and Administrative Assistants

STRATEGIC PLAN TIMELINE
(March – September 2009)

Decision Packages no longer need to be sent to the IEA Office, only send to the Business and Finance Office. (*See Wed. July 1 for details)			Point of Contact
Mon., June 14	Strategic Prioritizations	Critical Needs as indentified by the Planning Unit Leaders will be provided, in turn, to the VP of Administrative Services, VP of Academic and Student Services, VP of Business and Finance to the President. The President in consultation with his Executive Council will determine the final Critical Needs prioritizations for the upcoming year.	Director of IEA VP of Admin Svcs VP of Academic and Student Services VP of Business and Finance President
Mon., July 13	Special Reports	FTCC Critical Success Factors (PEMs) and End of Year Report (DUE from Planning Units - Final figures and changes due to Institutional Effectiveness and Assessment)	Planning Unit Leaders and Administrative Assistants Director of IEA
Mon., July 20	President's Review of Critical Success Factors and End of Year Reports	Final Critical Success Factors (PEMs) and End-of-Year (EOY) Reports for all Planning Units submitted, in turn, to the VP of Administrative Services, VP of Academic and Student Services, to the President. The President in consultation with his Executive Council will review/approve the PEMs and End-of-Year Reports (or return for corrective actions). The Director of IEA will publish after the President's approval the final PEMs and EOY Reports in Strategic Plan for the upcoming five-year period.	VP of Admin Svcs VP of Academic and Student Svcs President Director of IEA

STRATEGIC PLAN TIMELINE
(March – September 2009)

Decision Packages no longer need to be sent to the IEA Office, only send to the Business and Finance Office. (*See Wed. July 1 for details)			**Point of Contact**
July 21 to 30 **July 31 to Aug 6** **August 7** **August 17**	Strategic Plan Draft and Reviews prior to submission to Board of Trustees on Aug 17, 2009	1. Final draft of Strategic Plan reviewed by IEA staff during period July 21 to 30, 2009 and addition of bolded "Assessment Supported" comment at the end of each Strategic Plan goal that is also included as one of the Assessment Plan Outcomes for the past year. 2. Final draft of Strategic Plan reviewed by Planning Council during period July 31 to Aug 6, 2009 3. Planning Council Membership recommend changes to IEA Director who in turn notifies the Planning Units. Changes are accomplished not later than Aug 7, 2009 (changes that were made by Planning Unit Leaders based on Planning Council's recommendations will be sent back electronically to Planning Council Members for their second review) 4. Final draft of Strategic Plan reviewed by the President and if approved, the President submits the plan to the Board of Trustees at the August 17th Board Meeting (Information at August 17th Board Meeting).	Director of lEA Planning Council Planning Unit Leaders President
Mon., Sept. 14 **Sep 15 to 18** **Sep 21** **Fri., Sept., 25**	Final Steps for Release of the Strategic Plan	<u>Strategic Plan</u> Office of the President receives approval/recommended changes from Board of Trustees IEA makes changes, if necessary, on original electronic copy and returns a paper copy to the Offices of the Vice-President of Administrative Services, VP of Academic and Student Services and the Office of the President Final verification of changes prior to the Director of IEA posting the updated Strategic Plan to R2W and the IEA Website Strategic Plan distributed to designated offices/staff	Director of IEA (Charlotte Hare) VP of Admin Svcs VP of Academic and Student Services President Administrative Assistants to the President (Betty Shackelford and/or Kay Williams)