

Fayetteville Technical Community College

PLANNING GUIDE

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



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Distribution of Planning Guide:

Executive Council
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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE PLANNING GUIDE

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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

SECTION I: PLANNING AND EVALUATION

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- Ms. Tenette Prevatte, Administration

Administrative Resource Person

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- Mr. Kevin Paul, Vice President for Facilities and Support Services
- Ms. Sandy Ammons, Executive Director for the Foundation and Institutional Advancement
- Ms. Catherine Pritchard, Executive Director of Marketing and Public Relations

Strategic Planning Process – Introduction

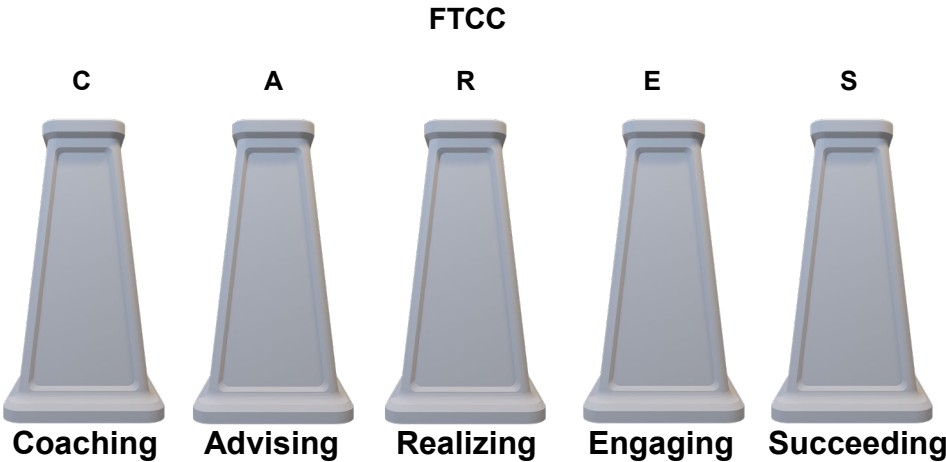
Our world is changing, becoming more complex, and highly competitive, resulting in an awareness that colleges across the United States need to be proactive in their strategic planning efforts. Effective and efficient planning assures careful management of scarce resources (fiscal, facilities, and human).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

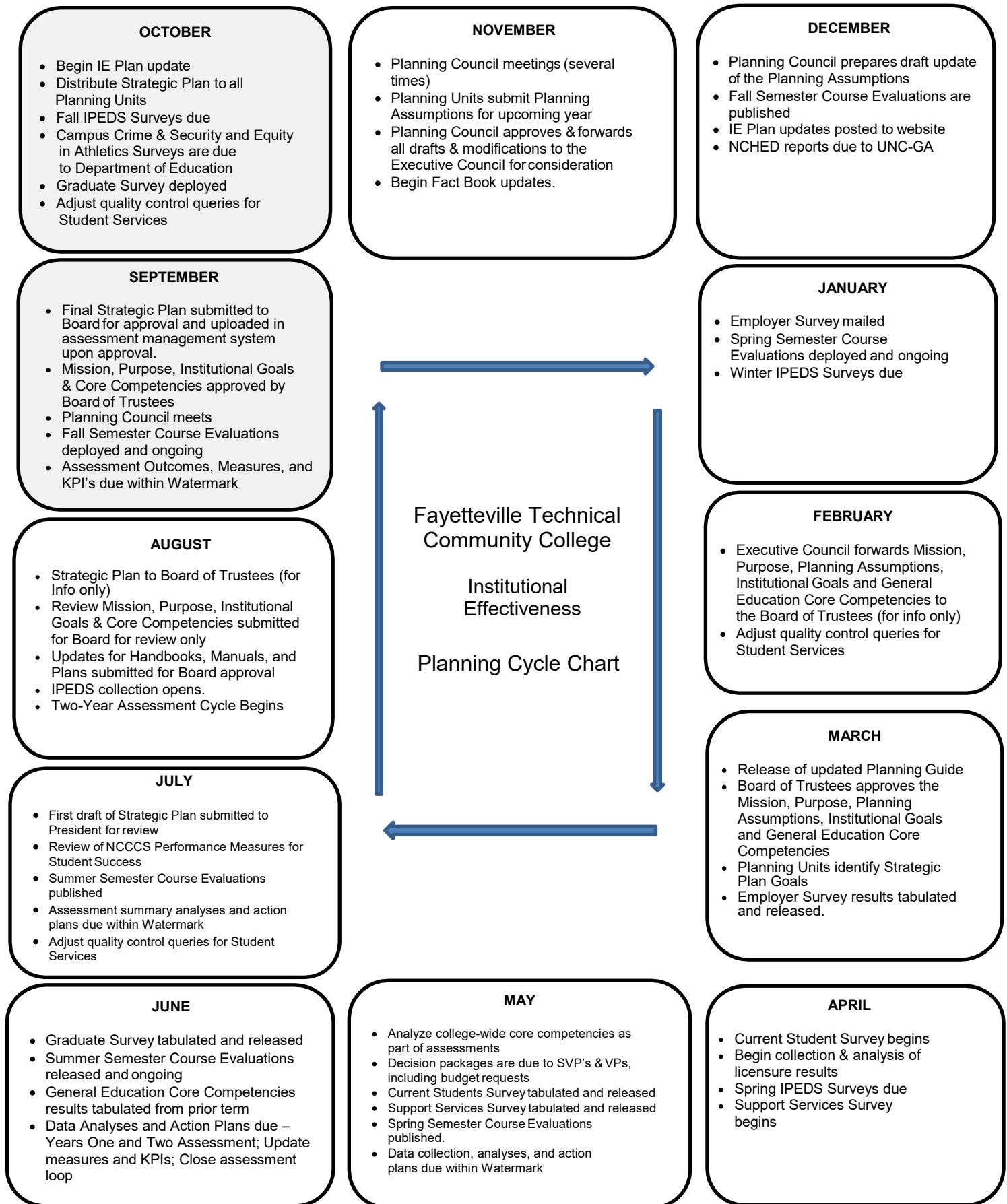
Fayetteville Technical Community College (FTCC) uses a comprehensive approach in developing its short and long-term vision and corresponding strategic strategies. The College has set in place an annual planning cycle that results in effective and efficient (1) Strategy Formulation (2) Strategy Implementation (3) Strategic Assessment and (4) Strategic Control measures. The process assures that “what we say we do” is “what we actually deliver.”

The primary focus of the College's strategic planning process is remaining true to our institution mission/purpose using effective and efficient decision-making processes. FTCC's annual strategic management process can best be summarized as a large-scale, future-oriented planning process, with active interaction of faculty, staff and community stakeholders. This process ensures value-added customer service support and a strong educational experience for our students. This provides a road map or “game plan” of the College's framework for effective planning and managerial decision making. Ensuring that each functional area of the College remains successful with their short and long-range planning activities assists FTCC to meet its purpose and goals.

College-wide strategic planning allows the College to document continuous improvement activities year after year. Internal planning activities require the involvement by all stakeholder groups and constituencies of the College. To ensure full representation and a broad-based, integrated approach to strategic planning for the College, planning participants include representatives from various departments, disciplines, college support functions, and other internal stakeholder groups. To assist administrators, faculty and staff, in fulfilling the planning elements of their charter, the College continues annual planning cycle depicted through major planning events and activities throughout the calendar year.

As we continue, year after year, to improve, we recognize our outstanding faculty. They are fully committed to student success and are supported by a professional staff who are also committed to student access and achievement. Together, this college-wide team works cohesively towards student success by staying true to the five pillars of our Quality Enhancement Plan (QEP):





Information in this Planning Guide fully supports the 2024 Principles of Accreditation: Foundations for Quality Enhancement, published by the Southern Commission of Colleges and Schools Commission on Colleges (SACSCOC). SACSCOC states that accredited institutions must:

- Operate with integrity in all matters.
- Engage in ongoing, integrated, and institution-wide research-based planning and evaluation processes that:
 - incorporate a systematic review of the institutional mission, goals, and outcomes
 - results in continuing improvement in institutional quality and
 - demonstrates the institution is effectively accomplishing its mission.
- Demonstrate a sound financial base and sustain financial stability in support of the College mission and the goals of the College's programs and services.
- Maintain 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 the College achieves those outcomes, and be able to provide evidence of quality improvements based on analysis of the results in each of the following areas:
 - educational programs, to include student learning outcomes
 - administrative support services
 - educational support services
 - research within the scope of the educational mission and
 - community/public service within the scope of the educational mission.
- Evaluate success with respect to student achievement (student learning outcomes) including, consideration of course completion, state licensing examinations, and job placement rates.
- Demonstrate compliance with program responsibilities identified under Title IV of the *2008 Higher Education Amendments*.

The Planning Guide updated annually is designed to assist faculty, staff, and students of the College in understanding how the annual planning cycle fully supports each of the above SACSCOC *Criteria*. It also ensures continued success for our students, faculty, staff, and other constituents of the College's service area.

Since the strategic planning processes of all educational institutions can never be perfectly static nor considered to be absolutely perfect in a world that is constantly changing, occasional modifications in the annual planning cycle may be required. To ensure an orderly Planning Guide revision process, the College will make periodic changes to the electronic version of this guide, as the changes occur. The electronic version, housed on the HR/IE website, is considered the official copy of the Guide. All faculty-staff-students-stakeholders are encouraged to recommend quality improvement changes, as necessary, to keep the annual planning process fine-tuned throughout the planning year. Recommended changes should be submitted to the VP for Human Resources and Institutional Effectiveness.

Assessment Support for the Strategic Planning Process

The assessment process at FTCC is ongoing, comprehensive, and critical to strategic planning. FTCC follows a two-year assessment cycle, depicted in the chart below, supporting continuous improvement for its academic and support units. Data collected from the first year is analyzed with opportunities identified for improvement based upon self-reflection and internal analysis. The second year allows for the adjustment of any measures and/or key performance indicators (KPIs) that evaluate the following:

- General Education Outcomes
- Academic Program Outcomes
- Non-Academic or Support Outcomes

Assessment Activity	Start Date	End Date
Current Assessment Cycle Began August 1, 2023		
Establish Outcomes, Measures, and Key Performance Indicators (KPIs) (Create New Measure in Watermark; Input What, Where, When, How, Who, and Why in Measure Description)	August 1, 2023	September 15, 2023
Data Collection (Upload Results in Watermark)	September 15, 2023	May 15, 2024
Data Analysis and Action Plans for Continuous Program Improvement (Findings including Analysis of the Results and Action Plan input in Watermark)	May 15, 2024	August 1, 2024
Create New Measures and KPIs based on Action Plans for each Outcome (Create New Measures in Watermark; Input What, Where, When, How, Who, and Why in Measure Description)	August 1, 2024	September 15, 2024
Data Collection (Upload Results in Watermark)	September 15, 2024	May 15, 2025
Close the Assessment Loop: Summary Analyses and Action Plans for Continuous Program Improvement (Findings including Analysis of the Results and Action Plan input in Watermark)	May 15, 2025	July 1, 2025
Strategic Plan Uploaded into New Assessment Cycle	Will align with the release of the annual strategic plan update	
Next Assessment Cycle Begins August 1, 2025		

Key Planning, Assessment Roles & Responsibilities

College committees and functional areas of the College are actively involved in the Strategy Formulation-Implementation-Assessment and Control of strategic priorities at the College. Listed below are major responsibilities:

Board of Trustees (BOT)

Upon recommendation of the President:

- Approve the institutional planning process
- Monitor the NCCCS Mission Statement and approve the College's Mission Statement and Purpose Statement
- Approve the College's Institutional Goals
- Approve the College's General Education Core Competencies
- Approve the Strategic Plan and corresponding budget allocations
- Provide general guidance for annual strategic management visions for the College
- Monitor Hope, Unity and Belonging (HUB) initiatives

College President

- Lead the institutional planning and assessment efforts supporting a broad-based College strategic planning process
- Appoint members of the Executive Council, Faculty Council, Staff Council and Planning Council
- Monitor the annual planning cycle activities for timely completion
- Present institutional planning information to the Board of Trustees for their information and/or approval
- Approve budget allocations for strategic planning initiatives and monitor implementation phases of the Strategic Plan and corresponding budget decision allocations and/or expenditures
- Modify College planning assumptions, as needed
- Present draft of the College's Strategic Plan to the Board of Trustees annually for approval
- Approve HUB initiatives and continuously monitors work of Committee members

Executive Council

- Participate in college-wide planning and assessment activities
- Advise the President on matters related to short- and long-range strategic planning and monitor implementation phases depicted on the annual planning cycle
- Evaluate the Planning Guide, Institutional Effectiveness Plan, Planning Assumptions, and the College's Strategic Plan for consistency and accuracy
- Recommend changes to the institutional mission, purpose, goals, general education core competencies, assessment activities, and annual planning assumptions to the President

Planning Council

- Monitor the annual planning cycle and recommend changes through the Executive Council to the President
- Review mission and purpose statements and recommend changes as needed
- Review long-range strategic initiatives, randomly evaluate final assessment results, and analyze the specific metrics used for assessment of the outcomes, to better guide the development of future department (Tactical/Operational) level objectives, activities, and budgets
- Create, with input from faculty, staff and other stakeholders, the annual planning assumptions, which provide planning units with expected or desired direction and future visions for the College
- Monitor planning activities throughout the annual planning cycle, including Program Reviews,

Assessment Activities, and Strategic Plan processes

Department and Service Support Supervisors

- Develop and maintain program and/or service-support mission statements that are supportive of the institutional mission and purpose statement
- Maintain records of all departmental planning documents including development of Unit-Level Purpose Statements
- Develop bi-annual assessment plans with intended outcomes, measures, and achievement targets (program areas develop student learning outcomes) within the assessment management system
- Develop and implement metrics and/or rubrics for assessment data collection ensuring those measurements remain related to intended outcomes (saving the rubric/metric within the assessment management system)
- Recommend improvements to student learning outcomes and assessment measures through internal assessments, program reviews, and other collected data elements
- Develop annual department level strategic plan with tactical and operational level goals that remain consistent with the departmental assessment plan outcomes from the previous assessment plan cycle and modifications in the College's Strategic Plan
- Develop budget decision packages (proposals) to support tactical/operational level plans and assessment action plans
- Publish department level quality improvement reports using the assessment management system (collection of assessment results)
- Devise strategies that address department level Strengths, Weaknesses, Opportunities and Threats (SWOT), based on internal review of annual assessments and Strategic Plan End-of-Year reports
- Prepare and submit department level end-of-year reports (measuring actual outcomes that were planned in the previous year's Strategic Plan goals and objectives) (Note: Service-Support Areas only)
- Schedule and coordinate Program Advisory Committee meetings and incorporate recommendations from committee membership within short and long-range department plans (Program areas only)
- Evaluate surveys, program reviews, curriculum mapping, and related tools available within the overall assessment process to devise appropriate data-driven improvement action plans
- Review and recommend continuous improvement actions designed to improve data reported in the NCCCS Performance Measures for Student Success
- Recruit a broad-based program advisory committee membership on an annual basis (Academic Program areas only)
- Disseminate handbooks, manuals, guides and procedures related to institutional planning and assessment to faculty-staff within assigned departmental areas
- Recommend improvement processes that can be incorporated into the institutional planning process for continuous quality enhancement
- Recruit, hire, train, and when necessary retrain, a highly competent, diverse, and motivated FTCC workforce
- Annually evaluate the performance of subordinate employees using the College's performance appraisal process.
- Annually document the effectiveness of Hope, Unity and Belonging initiatives

Faculty/Staff/Students

- Provide recommendations for operational improvements to either the Division Chair, Department Chair, and/or Program Coordinator, as appropriate, for consideration
- Support College-wide continuous quality improvement programs and Hope, Unity and Belonging initiatives
- Create "closing of the loop" activities related to action planning of future strategic goals, based upon analysis of assessment plan outcomes, program reviews, and recommendations from program

advisory committee members

- Faculty will complete 30 hours of professional development (PD) annually and staff will complete 12 hours of professional development annually to enhance professional skills (PD classes that are available remain posted on the College's HR website throughout the year and/or provided by the Center for Faculty Development).

Office of Human Resources and Institutional Effectiveness

- Maintain official manuals, handbooks, guides and related planning and accountability documentation ensuring the most current copy remains on the HR/IE website
- Coordinate Planning Council meetings required to update the College's planning assumptions, the strategic plan, and corresponding budget decision packages
- Monitor changes in the NCCCS Performance Measures for Student Success (Exhibit F)
- Advises Planning Council members on all aspects of the institutional planning and assessment bi-annual activities
- Provide data and support for assessment activities.
- Assist campus stakeholders in the compiling, analysis and presentation of their assessment data/findings
- Prepare and submit external agency reports, upon approval of the College President
- Support the various committees working on quality improvement activities through research and production of analytical data, as necessary
- Conduct research on behalf of College employees and other internal and external stakeholders, as necessary, supporting College-wide institutional research
- Survey request forms are available via faculty/staff fill-in forms for submissions to the Institutional Effectiveness Office for approval and tabulation

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Accountability: History and Current Practices

Both the North Carolina Community College System (NCCCS) and Fayetteville Technical Community College (FTCC) have used 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 Performance Measures for Student Success Report and briefs the North Carolina General Assembly on performance rates of all 58 community colleges, including FTCC. In support of this Performance Measures for Student Success Report and the NCCCS Long Range Planning process, FTCC has improved internal analysis and reporting as follows:

Strategic Planning

In 1983, FTCC adopted a strategic (and long-range) planning process in order to focus institutional efforts towards the mission/purpose 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. The process is also modified as environmental changes occur with the most recent version of all planning publications remaining available on the HR/IE website.

Between 1983 and 2013, the planning process 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. At the time of their inception, The *North Carolina Community College System Performance Measures for Student Success* 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. These measures have remained a viable means of assessment to-date. FTCC, along with all colleges within the NCCCS, publishes the results of their respective performance within each measure.

NCCCS Performance Measures for Student Success

In 2013 the NCCCS Board adopted revised Performance Measures for Student Success with measures and standards, which have become the cornerstone of public accountability.

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 Performance Measures for Student Success are as follows:

Guidelines for Performance Funding

Standards will be applied at the institutional level, except for licensure/certification data for which each exam at each college must meet the standard.

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.

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 for Performance Funding

Each college is required to publish performance on the measures annually in its electronic catalog or on the Internet and in its printed catalog each time the catalog is reprinted.

A college may carry forward funds based on measures for which it meets the standard or has shown significant improvement.

A college will be eligible for funding, if funds are available, for meeting established performance goals prescribed by NCCCS.

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.

NCCCS Performance Measures for Student Success (2023)

https://www.nccommunitycolleges.edu/sites/default/files/analytics/2023_performance_measure_report_final.pdf

Note: Performance measures data are related to the previous academic year

NCCCS Dashboards (2023)

<https://www.nccommunitycolleges.edu/analytics/dashboards>

Note: Data contained within these dashboards are related to the previous academic year.

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SECTION II: ANNUAL PROGRAM AND SUPPORT SERVICES 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.

Beginning in January 2014, FTCC's Board of Trustees modified the Program Review process to strengthen data collection, analysis, and adherence to accreditation standards. Each department will submit to the Senior Vice President of Academic and Student Services a comprehensive self-study of their programs designed to increase department efficiencies and effectiveness. The academic program reviews will be submitted every three years to the Senior Vice President of Academic and Student Services with minor updates submitted during the years between each three-year submission cycle.

Purpose of FTCC Program Review

Fayetteville Technical Community College has a systematic program review process allowing for comprehensive assessment of all educational programs and support services. The self-study used for this assessment complies with all elements of the review policy as required by the State Board of Community Colleges.

The review critically evaluates a program's stated outcomes and use of supporting data to measure whether or not the program is fulfilling its goals and adequately supporting the College's mission. The self-study process requires supporting documentation and analysis of future trends, employer training needs, and internal verification of accreditation requirements and standards. The results of the self-study will facilitate continuous improvements and directly correlate to the College's Institutional Goals and five-year Strategic Plan. The self-study also becomes a baseline measurement of where the programs are currently with action plans to move the program where the FTCC managers and faculty would like to take the programs over in the next three years. The program review, using fill-in form P1, will provide collectively agreed upon achievement targets, qualitative and quantitative measurements, self-study analysis of those measurements to report actual findings, and if necessary development of projected action plans for achieving future objectives. The program review is not intended to replace the College's formal assessment activities maintained in the assessment management system. The self-study conducted on a three-year cycle is intended to provide additional information to supplement the quantitative/qualitative evidence housed in the assessment management system.

Program Level

Academic Programs and Support Services Review Guidelines

The academic program and support services review allows institutional prioritization of short and long-range goals.

The Program Review Process (PRP) begins with an internal self-study. The Department Chair/Program Coordinator organizes a departmental team to conduct the self-study. The team must include the Department Chair (or Program Coordinator), full time faculty members who regularly teach program courses, and, if possible, at least one part-time faculty member that has taught in the program for two or more semesters. Historical, statistical, and numerical data can be requested and it will be collected and provided by the Dean of Institutional Effectiveness.

Teams shall use the most current electronic version of the Program Review Self-Study template. Supplemental information and supporting documentation must adequately support all program review findings.

The full Self-Study shall be submitted to the Chief Academic Officer (CAO) every three (3) years. Annual updates shall be submitted by March 15th on each of the two following years prior to the next required full self-study. Timely submission and detailed analysis will become part of the Department Chair/Program Coordinator's annual performance appraisal.

Upon submission of the full three (3) year self-study, the departmental program review team may meet to develop a formal presentation of the self-study findings, action plans, and other recommendations deemed appropriate by the team. This presentation will be attended by the CAO and the appropriate Academic Program Dean. The presentation must include appropriate recommendations for continuous improvement and the required program needs to implement such improvements. Approved recommendations shall be considered during future budget updates using the College's personnel/equipment decision process. Department Chairs/Program Coordinators shall prepare and submit necessary budget decision packages for all approval recommendations. (see fill-in forms E-5, E-28, E-15, and F-2).

All instructions and required components of the self-study in support of the program review are published within the various sections of the fill-in form P-1.

Support services activities will not be required to conduct a self-study. Instead, support-services activities will use the assessment management system to report activities related to the College's Institutional Goals and Strategic Plan.

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Historical Information Related to North Carolina Community College System

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:

The State Board of Community Colleges shall establish standards for levels of institutional performance on those *Performance Measures for Student Success* 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.

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:

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.

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.

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's three-year average performance will be compared with this standard.

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.

SECTION III: ACCREDITATION/CERTIFICATION GUIDELINES

Introduction

This section is intended to assist with the process of preparing a program Self-Study 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 required by specialized accrediting agencies. The guidelines included in this manual are representative of the average agency process for accreditation/certification. Each agency will specify its own specific guidelines and expectations.

The Department Chairperson and/or Program Coordinator has responsibility for all activities associated with the preparation of the Self-Study document and coordination of the on-site visit. However, the Department Chairperson can expect complete cooperation from all offices on campus for assistance needed while completing the Self-study process. The Academic Program Area Dean will provide administrative assistance necessary to support the department chair's preparation of the document.

Note: Other Official Reports

Department Chairpersons and/or Program Coordinators are directly responsible to the appropriate Division Chairperson and/or Dean for preparation of the Self-Study. The Dean will ensure that all necessary aspects are completed in a timely fashion. The Senior Vice President for Academic and Student Services will 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 to accrediting/certifying agencies. Letters of transmittal of reports and responses should only have the FTCC President's signature, unless additional signatures are required by the agency. This insures that nothing is released 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.

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Accrediting, Licensing, or Approving Agencies

1. ACCREDITATION COMMISSION FOR EDUCATION IN NURSING (ACEN)
 3343 Peachtree Road NE
 Suite 850
 Atlanta, GA 30326
www.acenursing.org
 Phone: (404) 975-5000
 Fax: (404) 975-5020

2. ACCREDITATION REVIEW COUNCIL ON EDUCATION IN SURGICAL TECHNOLOGY AND SURGICAL ASSISTING (ARC/STSA)
 19751 East Main Street
 Suite 339
 Parker, CO 80138
www.arcstsa.org
 Phone: (303) 694-9262
 Fax: (303) 741-3655

3. AMERICAN BAR ASSOCIATION - ABA Standing Committee on Paralegals
 321 North Clark Street
 Chicago, Illinois 60654-0236
<http://www.americanbar.org/>
 Phone: (312) 988-5000

4. AMERICAN BOARD OF FUNERAL SERVICE EDUCATION
 992 Mantua Pike
 Suite 108
 Woodbury Heights, NJ 08097
www.abfse.org
 Phone: (816) 233-3747
 Fax: (856) 579-7354

5. AMERICAN DENTAL ASSOCIATION COMMISSION ON DENTAL ACCREDITATION
 211 East Chicago Avenue
 Suite 1900
 Chicago, IL 60611
<https://coda.ada.org/>
 Phone: (800) 232-6108

6. AMERICAN MEDICAL TECHNOLOGISTS
 10700 West Higgins Road
 Suite 150
 Rosemont, IL 60018
<https://americanmedtech.org/>
 Phone: (847) 823-5169

7. AMERICAN REGISTRY FOR DIAGNOSTIC MEDICAL SONOGRAPHY
 1401 Rockville Pike
 Suite 600
 Rockville, MD 20852-1402
<https://www.ardms.org>
 Phone: (301) 738-8401
 Fax: (301) 738-0312

8. AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS
 1255 Northland Drive
 St. Paul, MN 55120-1155
<https://www.arrt.org/>
 Phone: (651) 687-0048

9. AMERICAN SOCIETY FOR CLINICAL PATHOLOGY BOARD OF CERTIFICATION

33 West Monroe Street
Chicago, IL 60603
<https://www.ascp.org/content>

Phone: (312) 541-4999
Fax: (312) 541-4998

10. AMERICAN SOCIETY OF PHLEBOTOMY TECHNICIANS, INC.

P.O. Box 1831
Hickory, NC 28603
<http://www.aspt.org/>

Phone: (828) 294-0078
Fax: (828) 327-2969

11. ASE EDUCATION FOUNDATION

1503 Edwards Ferry Road NE
Suite 401
Leesburg, Virginia 20176
<https://aseeducationfoundation.org/>

Phone: (703) 669-6650

12. ASSOCIATION OF SURGICAL TECHNOLOGISTS

6 West Dry Creek
Suite 200
Littleton, CO 80120
<http://www.ast.org>

Phone: (303) 694-9130
Fax: (303) 694-9169

13. CERTIFICATION BOARD FOR STERILE PROCESSING AND DISTRIBUTION

1392 US Hwy 22 W.
Suite 1
Lebanon, NJ 08833
<https://www.cbspd.net>

Phone: (908) 236-0530

14. COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS (CAAHEP)

9355-113th St. N., #7708
Seminole, FL 33775
www.caahep.org

Phone: (727) 210-2350
Fax: (727) 210-2354

15. COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)

1111 North Fairfax Street
Alexandria, VA 22305
www.capteonline.org

Phone: (703) 684-2782
Fax: (703) 684-7343

16. COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE (CoARC)

1248 Harwood Road
Bedford, TX 76021
www.coarc.com

Phone: (817) 283-2835
Fax: (817) 354-8519

17. COMMISSION ON DENTAL ACCREDITATION (CODA)

211 East Chicago Avenue
Chicago, IL 60661
<https://www.ada.org/en/coda>

Phone: (800) 621-8099

18. COMMITTEE ON ACCREDITATION OF EDUCATIONAL PROGRAMS FOR THE EMERGENCY MEDICAL SERVICES PROFESSIONS

8301 Lakeview Parkway
Suite 111-312
Rowlett, TX 75088
<https://coaemsp.org/>

Phone: (214) 703-8455

19. DENTAL ASSISTING NATIONAL BOARD, INC.

444 N. Michigan Avenue
Suite 900
Chicago, IL 60611
<https://www.danb.org/>

Phone: (800) 367-3262

20. JOINT COMMISSION OF ALLIED HEALTH PERSONNEL OPHTHALMOLOGY

2025 Woodlane Drive
St. Paul, MN 55125-2998
<https://www.jcahpo.org/>

Phone: (651) 731-2944
Fax: (651) 731-0410

21. JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY

20 N. Wacker Drive
Suite 2850
Chicago, IL 60606
www.jrcert.org

Phone: (312) 704-5300
Fax: (312) 704-5304

22. NATIONAL ACCREDITATION AGENCY FOR CLINICAL LABORATORY SCIENCES

5600 N. River Road
Suite 720
Rosemont, IL 60018-5119
<https://www.nacls.org/>

Phone: (773) 714-8880
Fax: (773) 714-8886

23. NATIONAL BOARD OF SURGICAL TECHNOLOGY AND SURGICAL ASSISTING

3 West Dry Creek Circle
Littleton, CO 80120
<https://www.nbtsa.org/>

Phone: (800) 707-0057
Fax: (303) 325-2536

24. NORTH CAROLINA BOARD OF BARBER AND ELECTROLYSIS EXAMINERS

7001 Mail Service Center
Raleigh, NC 27699
<https://www.bbee.nc.gov>

Phone: (919) 814-0640

25. NORTH CAROLINA BOARD OF COSMETIC ART EXAMINERS

1207 Front Street
Suite 110
Raleigh, NC 27609
<https://www.nccosmeticarts.com/>

Phone: (919) 733-4117
Fax: (919) 733-4127

26. NORTH CAROLINA STATE BOARD OF DENTAL EXAMINERS

2000 Perimeter Park Drive
Suite 160
Morrisville, NC 27560
<https://www.ncdentalboard.org>

Phone: (919) 678-8223
Fax: (919) 678-8472

27. NORTH CAROLINA BOARD OF FUNERAL SERVICE

1033 Wade Avenue
Suite 108
Raleigh, NC 27605
www.ncbfs.org

Phone: (919) 733-9380
Fax: (919) 733-8271

28. NORTH CAROLINA BOARD OF MASSAGE AND BODYWORK THERAPY

4046 Park Lake Avenue
Suite 100
Raleigh, NC 27612
<https://www.bmbt.org/>

Phone: (919) 546-0050

29. NORTH CAROLINA BOARD OF NURSING

P.O. Box 2129
Raleigh, NC 27602
www.ncbon.com

Phone: (919) 782-3211
Fax: (919) 781-9461

30. NORTH CAROLINA BOARD OF PHARMACY

6015 Farrington Road
Suite 201
Chapel Hill, NC 27517
<http://www.ncbop.org/>

Phone: (919) 246-1050
Fax: (919) 246-1056

31. NORTH CAROLINA BOARD OF PHYSICAL THERAPY EXAMINERS

8300 Health Park
Suite 233
Raleigh, NC 27615
<https://www.ncptboard.org/index.html>

Phone: (800) 800-8982
Fax: (919) 490-5106

32. NORTH CAROLINA CRIMINAL JUSTICE EDUCATION AND TRAINING STANDARDS COMMISSION

114 West Edenton Street
Raleigh, NC 27603
<https://ncdoj.gov/>

Phone: (919) 716-6400
Fax: (919) 716-6570

33. NORTH CAROLINA LICENSING BOARD FOR GENERAL CONTRACTORS

5400 Creedmoor Road
Raleigh, NC 27612
<https://www.ncibgc.org/>

Phone: (919) 571-4183

34. NORTH CAROLINA NURSERY AND LANDSCAPE ASSOCIATION

1001 Mail Service Center
Raleigh, NC 27699-1001
<http://www.ncagr.gov/index.htm>

Phone: (919) 707-3000

35. NORTH CAROLINA OFFICE OF EMERGENCY MEDICAL SERVICES

1201 Umstead Drive
Raleigh, NC 27603
<https://info.ncdhhs.gov/dhsr/ems/ems.htm>

Phone: (919) 855-3935
Fax: (919) 733-7021

36. NORTH CAROLINA STATE BOARD OF EXAMINERS OF ELECTRICAL CONTRACTORS

3101 Industrial Drive
Suite 2016
Raleigh, NC 27609
<https://www.ncbeec.org/>

Phone: (919) 733-9042
Fax: (800) 691-8399

37. NORTH CAROLINA STATE BOARD OF EXAMINERS OF PLUMBING, HEATING, AND
FIRE SPRINKLER CONTRACTORS

1109 Dresser Court
Raleigh, NC 27609
<https://www.nclicensing.org/general.asp>

Phone: (919) 875-3612
Fax: (919) 875-3616

38. PHARMACY TECHNICIAN ACCREDITATION COMMISSION

4500 East-West Highway
Bethesda, MD 20814
<http://www.ashp.org>

Phone: (866) 279-0681

39. SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS COMMISSION ON COLLEGES

1866 Southern Lane
Decatur, GA 30033
www.sacscoc.org

Phone: (404) 679-4500
Fax: (404) 679-4558

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2024 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
Associate Degree Nursing	Colleen Gordon	Accreditation Commission for Education in Nursing (ACEN)	2/2018	8 Years	Spring 2026	12 Months	October	NC Board of Nursing Report	08/2018	Fall 2026
Automotive Systems Technology	Brian Oldham	ASE Education Foundation	9/2023	5 years	09/2028	6 Months	N/A	N/A	N/A	TBA
Barbering	Kimberly Allen	N/A	N/A	N/A	N/A	N/A	May 31 (Licensure information due)	North Carolina Board of Barber Examiners	11/01/2018	TBA
Computer-Integrated Machining	Kevin Henry	NIMS (National Institute for Metalworking Skills)	7/29/2019	5 years	07/2024	3 Months	N/A	N/A	N/A	TBA
Cosmetology (CU)	Juanita Williams	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Cosmetology (CE)	Judy Graham	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Dental Hygiene and Dental Assisting	Michelle Ping	Commission on Dental Accreditation (CODA)	10/03/2019	7 Years	Fall 2026	12 Months	October	N/A	N/A	N/A
Emergency Medical Science	Aimee Penebacker (CU) Dr. Jolee Marsh (CE)	*Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)	CU: Initial 10/18- 19/2018 CE: 7/2022	5 Years	CU: 2024 (TBA) CE: 2027 (TBA)	12 Months	May	NC Office of Emergency Medical Services	10/19/2018 10/31/2021	TBA 10/31/2026

2024 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
Esthetics (CU)	Angela Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Esthetics (CE)	Bryce Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Funeral Service Education	James Bullard	American Board of Funeral Service Education	April 2023	7 Years	Spring 2030	6 Months	February	N/A	N/A	N/A
Manicuring (CE)	Angela Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Medical Laboratory Technology	Henock Haile	National Accrediting Agency for Clinical Laboratory Science (NAACLS)	9/23/2022	5 Years	Spring 2027	6 Months	October	N/A	N/A	N/A
Nail Technology (CU)	Angela Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Nail Technology (CE)	Bryce Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Natural Hair Care (CU)	Angela Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Natural Hair Care (CE)	Bryce Jackson	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Cosmetic Art Examiners	11/29/2023	TBA
Nurse Aide I (CU)	Sherry Honeycutt	N/A	N/A	N/A	N/A	N/A	N/A	Division of Health Services Regulation - Division of the Department of Health and Human Services	2021	April 2024

2024 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
Nurse Aide II (CU)	Sherry Honeycutt	N/A	N/A	N/A	N/A	N/A	March	NC Board of Nursing	N/A	N/A – Nurse Aide II submits annual report to NCBON only, no schedule
Paralegal Technology	Van Locklear	American Bar Association	8/2017	7 Years (Interim Report every 2 years)	2024	12 Months	November	N/A	N/A	N/A
Pharmacy Technology	Dina Adams	Pharmacy Technician Accreditation Commission (PTAC)	5/2022	6 Years	Fall 2027	12 Months	N/A	N/A	N/A	N/A
Phlebotomy	LaShonda Turner (CE)	American Society of Phlebotomy Technicians (ASPT) & American Medical Technologists (AMT)	ASPT – 12/2024 AMT – 12/2022	ASPT – Annually AMT – 3 Years	12/2025	N/A	N/A	N/A	N/A	N/A
Physical Therapist Assistant	Lynne McDonough	Commission on Accreditation in Physical Therapy Education (CAPTE)	10/2014	10 Years	Spring 2025	12 Months	December	N/A	N/A	N/A
Practical Nursing	Beniecia Barnett	N/A	N/A	N/A	N/A	N/A	N/A	NC Board of Nursing	04/2022	Fall 2026
Radiography	Anita McKnight	Joint Review Committee on Education in Radiologic Technology (JRCERT)	11/2017	8 Years	Fall 2025	9 Months	October	N/A	N/A	N/A

2024 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
Registered Medical Assistant	LaShonda Turner (CE)	American Medical Technologists (AMT)	2022	3 Years	TBD	N/A	N/A	N/A	N/A	N/A
Respiratory Therapy	Kecie Dunigan	Commission on Accreditation for Respiratory Care (CoARC)	9/2017	10 Years	Fall 2027	12 Months	July	N/A	N/A	N/A
Surgical First Assistant	Terry Herring	*Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	Initial Site Visit: 01/28 – 01/29/2019	Follow-Up to Initial Site Visit: 5 yrs. Recurring: 10 yrs.	Spring 2024	9 Months	May	N/A	N/A	N/A
Surgical Technology	Terry Herring	*Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA)	11/19/2021	10 Years	Fall 2031	9 Months	May	N/A	N/A	N/A
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Murtis Worth Carl Mitchell Willie Pomeroy	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	12/2021	10 Years	December 2031	24 Months	March	N/A	N/A	N/A

**The following accrediting agencies fall further under the umbrella of the Commission on Accreditation of Allied Health Programs (CAAHEP): Commission on Accreditation of Educational Programs for the EMS Professions (CoAEMSP); Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC/STSA)*

Note: CU = Curriculum; CE = Corporate & Continuing Education

FTCC'S Current Accreditation Status

Fayetteville Technical Community College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate degrees, diplomas and certificates. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Fayetteville Technical Community College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling [404-679-4500](tel:404-679-4500), or by using information available on [SACSCOC's website](https://www.sacscoc.org/).

From the College's beginning in 1961 to its initial SACSCOC 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 SACSCOC, it was no longer necessary for the State Board of Education to provide an accreditation process for its members.

Fayetteville Technical Community College was re-accredited by the Southern Association of Colleges and Schools Commission on Colleges in December 2021.

Compliance to Standards

FTCC utilizes both institutional and agency accrediting standards to ensure its compliance with standards related to an educational setting. If areas for improvement are discovered during the Self-Study process, the College either responds to these before the on-site visit or establishes action plans 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/handbooks that cover all faculty/staff responsibilities, reporting relationships, benefits, academic freedom, and other employee concerns. The financial stability of the College is addressed through audits of financial records. College catalogs and student handbooks clearly display admissions, grading, and program information; additionally, all information relating to students' rights and responsibilities is included. Organizational charts and job descriptions are available to all personnel and demonstrate how each functional area of FTCC fits into the overall operation of the College.

The College provides conscientious administrative support to all its programs. Institution-level and program-level accreditations provide exceptional opportunities for assessing FTCC's compliance with educational standards of excellence.

Sample Process for Specialized Accreditation/Certification Self-Study or Compliance Report

On-going Actions Before Self-Study

- **Samples of Student Work**
 - Most agencies require samples of student work over a period of time.
 - The following procedures are recommended:
 - Check the previous Self-Study files for the program to determine the types of tests, lab sheets, reports, etc., and the amount of student work required by the visiting team.
 - Collect samples of student work over a period of several years, not just during the year the compliance report is prepared.
 - Recommend all sample student work be filed in the assessment management system.
 - Advisory Committee involvement

- Advisory committees are a valuable resource for all programs.
- Accredited or certified programs are required to provide information on the quality and quantity of input and level of interaction the program Advisory Committee has with FTCC faculty and students.
- The following procedures are suggested:
 - Be familiar with FTCC's Advisory Committee Handbook; ensuring all Advisory Committee members have a copy.
 - Use a portion of one Advisory Committee meeting each year to review its contents. Review the composition of the Committee to ensure appropriate groups are represented by the membership.
 - Have regular, meaningful Advisory Committee meetings. (Minimum of three per year) Prepare detailed minutes of the meetings showing that substantive issues were covered at the meetings and that Committee members contributed to final decisions. (The Administrative Procedures Manual requires that a copy of the minutes be filed in the assessment management system.)
 - Keep copies of all correspondence with the Advisory Committee on file (letters, minutes of meetings, etc.).
 - Involve the Advisory Committee in the Self-Study process. (Most agencies require documentation of this.)
- Licensing/Certification Exams
 - If the program requires graduates to pass licensing or certification exams in order to work in the field, then copies of scores from these exams should be periodically updated (and a file copy kept).
 - The Institutional Effectiveness Office should also be sent a copy of all licensure and certification results and kept abreast of any changes and/or corrections.
 - Recommend a copy of the scores be placed in the assessment management system.
- Advertising Program Accreditation/Certification Status
 - Most agencies specify the exact wording for stating the accreditation/certification status of a program for promotional materials.
 - Be sure to check this carefully before posting accreditation statements within brochures or other promotional materials.
 - Also, verify statements in all the College's official publications (including the College Catalog and Student Handbook).
 - Notify the Office of Human Resources and Institutional Effectiveness and the appropriate Program Area Dean if corrections are required.
- Agency Notification that Self-Study 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-Study process to be reaffirmed.
 - The following process is recommended:
 - The President should always receive the official notification.
 - The Senior Vice President for Academic and Student Services or Dean may receive the notification.
 - The Division/Department Chairperson may receive the notification.
 - 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 Senior Vice President for Academic and Student Services.
 - The Senior Vice President for Academic and Student Services or their designee

- will advise on actions to be taken.
- The appropriate Dean will work with the Division/Department Chairperson to coordinate all Self-Study actions.

General Information

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

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.

Calendar: The Dean will coordinate with the Division/Department Chairperson to establish a timeline calendar for the Self-Study processes. The Dean may request assistance from the Vice President for Human Resources and Institutional Effectiveness, if necessary, and will provide a copy of the Self-Study timeline calendar, once it is finalized, to the following persons:

- Senior Vice President for Academic and Student Services
- Vice President for Human Resource and Institutional Effectiveness
- Self-Study Committee members

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

Composition of Self-Study 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-Studies usually include the following:

Institutional Administration:	Senior Vice President for Academic and Student Services
Academics:	Senior Vice President for Academic and Student Services (Chairperson) Director of Assessment and Accreditation Appropriate Program Area Dean/Division Chairperson Department Chairperson Department Faculty (3)
Institutional Effectiveness	Vice President for Human Resources and Institutional Effectiveness Dean of Institutional Effectiveness
Student Services:	Associate Vice President for Student Services Dean of Students
Finance:	Vice President for Business and Finance
Learning Resources:	Director of Library Services Director of Student Learning Center
Students:	Current Student(s) and alumni are welcome additions to the Steering Committee (and are required by some agencies).

Meeting of Self-Study Steering Committee: The Self-Study Steering Committee will meet periodically until the final report is signed by the President. Prior to the scheduling of the initial meeting, Division/Department Chairpersons meet with their appropriate Deans. The Senior Vice President for Academic and Student Services is usually the chairperson of the Steering Committee and is advised by the Deans of all progress and problems related to the Self-Study process. The following steps are suggested:

Consult the guidelines or manual provided by the accrediting agency to determine the length of time needed to adequately prepare the Self-Study, the expected time for the on-site visit, and the type of information required. Make an appointment with the appropriate Dean to establish a timeline calendar for the Self-Study and to appoint members of the Steering Committee for the Self-Study. Once #2 is completed, the Program Area Dean will prepare a memo for the Senior Vice President for Academic and Student Services signature announcing the initial meeting of the Steering Committee.

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

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 is Microsoft Word® and must follow the guidelines contained in the FTCC Writing Style Guide (unless the accreditation agency specifies a different format or style).

Interim Drafts of Self-Study: Interim drafts should be completed, as necessary, within the committee with the appropriate involvement of the Steering Committee to achieve a "final" draft for review by the Deans, Vice President for Human Resources and Institutional Effectiveness and Senior Vice President for Academic and Student Services.

Final Draft of Self-Study: A copy of the revised "final" draft of the Self-Study 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-Study. The Academic Deans have final responsibility for Self-Study content.

Completed Self-Study: Senior Vice President for Academic and Student Services and the Program Area Deans will coordinate to present the final Self-Study document to all appropriate persons. The Deans will coordinate with the Division/Department Chairperson in obtaining other required signatures and getting copies made, distributed, and mailed.

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:

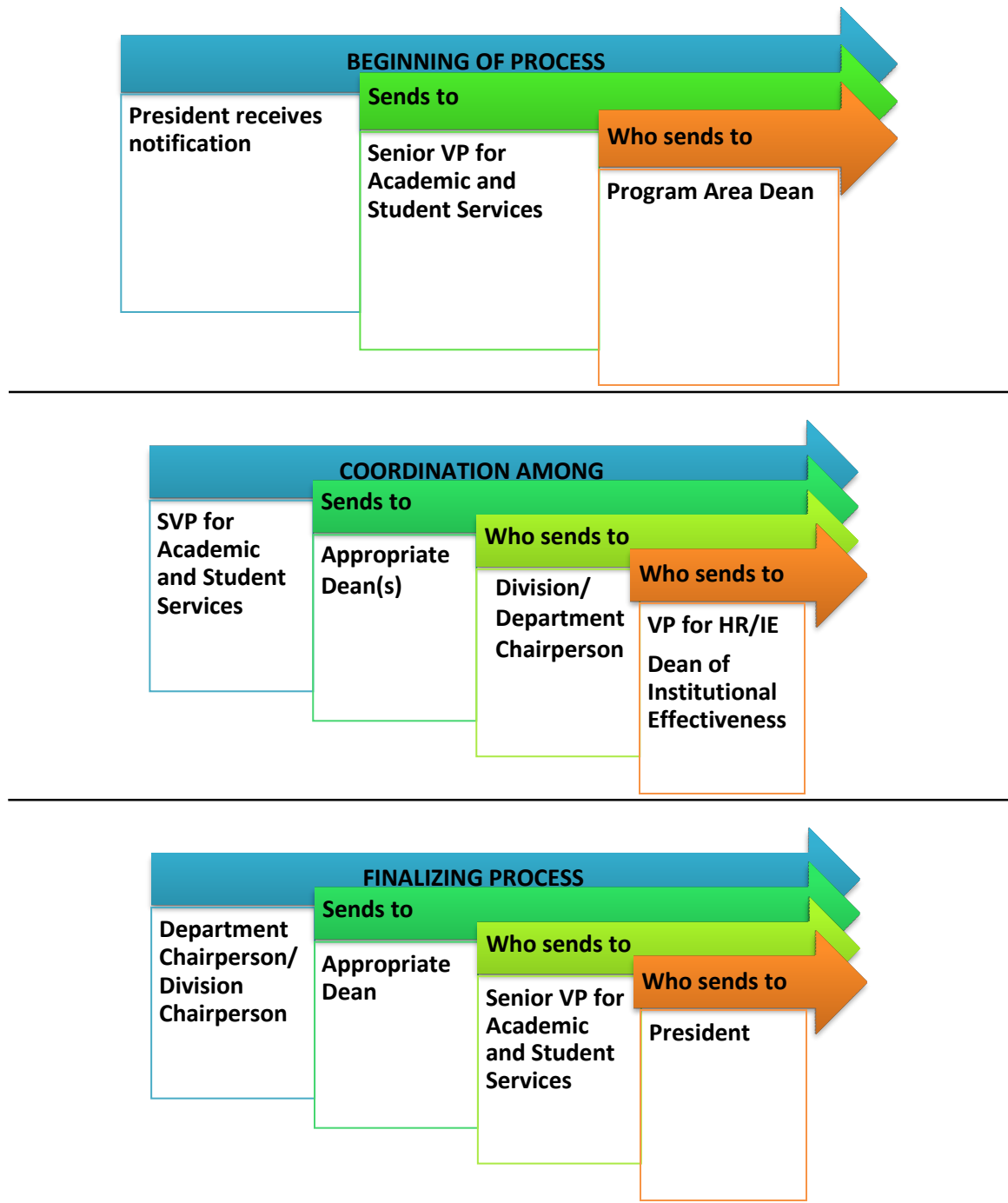
- Department: The Department Chairperson determines the number needed for administrative distribution: 9 copies - see the following distribution:
 - Associate Vice President for Student Services: 2
 - Vice President for Human Resources and Institutional Effectiveness: 3
 - Senior Vice President for Academic and Student Services: 1
 - Vice President for Business and Finance: 1
 - Program Area Deans: 1
 - Learning Resource Center: 1

Letter of Transmittal: A cover letter with the President's signature (and other appropriate signatures as required by the agency) should accompany the Self-Study report and/or the College's response to the off-site and/or on-site Team's report. This letter should be prepared for the President's signature by the Program Area Dean or his/her designee and submitted with the final copy of the self-compliance report.

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 the 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 invited to attend.

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Accreditation/Certification Process Chart



To ensure that all necessary individuals are involved in the program Self-Study, 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-Study. The Program Area Deans will keep the Senior Vice President for Academic and Student Services informed of the progress of the Self-Study throughout the process. Frequent communication and cooperation make the process comfortable and workable.

SECTION IV: ATTACHMENTS

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1 FOREWORD AND PLANNING ASSUMPTIONS

Each year, the Planning Council comprised of faculty, staff, and administrators from across Fayetteville Technical Community College (FTCC) meet, discuss, and develop strategic planning assumptions. This annual planning activity requires a rigorous and deliberate exploration of current and anticipated trends likely to occur in higher education and the nation. After analysis of these assumptions, strategic priorities are developed leading to updates to the Strategic Plan. Gartner (2021) recently found that “only 38 percent of organizations approach strategic planning this formally, with most other organizations using an ad hoc approach” (Gartner, 2021).

Planning assumptions and vulnerabilities, according to the *Research and Development Corporation (RAND Corp., 2005)*, one of the pioneer organizations in the development and use of planning assumptions, are explained below:

“An organization’s assumptions are not immutable facts but, rather, are projected to hold true for some period of time. The planning time horizon is the farthest point out that a given planning effort will consider; it sets the limits on the vulnerability of an assumption. In some cases, an organization’s planning time horizon is set before planning begins. If not, it must be set before vulnerabilities can be established.”

The value and impact of formal and deliberate planning, as defined by both Gartner and Rand Corp., supports both the time and resources expended during the collection, analysis, and operational improvements necessary to take full advantage of key projections and trends. The analysis also prepares the College for possible opportunities as well as possible disruptions which may impact College operations over the next five years. Regularly updating the College’s Strategic Priorities, Institutional Goals, mission statement and purpose statements result in strategic initiatives based upon our values for continued student success.



On January 8, 2024, the College President hosted a senior leadership team planning retreat designed to review the Planning Council’s recommendations and to further enhance College-wide team building. This retreat allowed for open discussion of data supporting the planning assumptions and modifications, as necessary. The President, on behalf of the faculty and staff, will present these Planning Assumptions to the Board of Trustees, as we jointly prepare the 2024 – 2025 Strategic Plan. These Planning Assumptions and Environmental Scans provide excellent data as we focus on the following Student Success Goals and College Priorities:

- **Student Success goals and priority:**
 - Increase our retention rates to expand the number of graduates
 - Identify and expand partnerships to support students with a lack of resources (financial) to complete their registration, ongoing attendance, and overall success
 - Expand the HOPE and Y.E.S programs with targeted support to overcome prior difficulties through increased funding for both programs
 - Steadily increase the number of students recognized on the Dean's and President's list, each semester, to celebrate our student achievement(s)
 - Achieve and sustain 90% retention rates in Nursing programs to meet increasing worker demand
 - Increase pass-rates in the Arts and Humanities division using innovative adjustments
 - Identify and support opportunities for increased cross-divisional collaboration for student achievement and success
 - Target advising focused on assisting students to reach their goal of graduation
 - Renew our focus on grants we can pursue, including finding additional resources for at-risk students (i.e. financial aid, mental health, mentoring)
 - Increase the number of students attending graduation (both Curriculum and Corporate & Continuing Education programs and possible adjustments to commencement)
- **High-priority challenges** related to student success:
 - Recognizing the majority of our classes are on-line and we will evaluate:
 - Teaching practices and monitor outcomes through adjustments, as needed
 - Evaluate if there is a demand for more classes offered on campus
 - Evaluate and streamline admissions, registration, and financial aid support to connect quickly and effectively with prospective/current students
 - Align practices, procedures and processes to align with current generation students
 - Enhance communication between departments regarding availability and use of resources supporting the concept of we are a TEAM
- **Medium and low priorities** related to student success:
 - Increase and enhance communication related to our programs (Medium)
 - Identify better ways to communicate with students enhancing engagement (Medium)
 - Promote Education for Life through adjustments and ease of enrollment (Medium)
 - Incentivize work study and promotion of financial literacy (Low)
 - Identify students who are here for the wrong reasons, not to learn but for money (Low)
- **Other Opportunities to explore priorities** related to student success:
 - Study adjusting graduation commencement from annually to split into Fall and Spring
 - Educate every employee on new purge process and find ways to get students to pay timely as they complete their financial aid documentation
 - Enhance video marketing materials, including student, faculty and staff testimonials
 - Identify/pursue new marketing venues and assess effectiveness of existing vendors
 - Organize and brand the library, increase student/employee visits with more accessible

2 ECONOMIC TRENDS AND PLANNING ASSUMPTIONS

Analysis Summary

- The priority needs for local employers include high demand for skilled workers in the following industries:
 - fast food and retail
 - healthcare
 - personal service
 - general maintenance and repair
 - supply chain
 - building and construction trades and related jobs
 - computer information technology

The College continues to train in these occupations and expand training capacity to meet these regional workforce needs.

- In a post-pandemic economy, some industries are moving back toward pre-pandemic levels of production, but others are finding the pandemic is having a lasting impact on how they do business. The pandemic changed the way educators offer instruction. FTCC continues to provide instruction through multiple modalities including, synchronous and asynchronous instruction, with enhanced support services to meet the changing educational needs of our students and potential employers.
- Employers report it is increasingly difficult to find applicants who can communicate clearly, demonstrate self-driven initiative, possess problem-solving skills, and maintain positive relationships with their co-workers. FTCC continues to supplement instruction with life and essential skill training as part of the College's General Education Core Competencies. Ninety-nine percent (99%) of FTCC's graduates (academic year 2022-23) agreed that they could demonstrate these skills because of completed coursework at the College. Additionally, 98.5 percent of surveyed employers reported they would hire future FTCC graduates.
- The College continues to be recognized by multiple military related publications for providing superior instructional course content and service support. This demonstrates FTCC's ongoing commitment to providing quality education to the local community, including active duty military, veterans, and their spouses and dependents.

2.1 General Economic Assumptions and Trends

- High inflation rates, labor shortages, and supply chain interruptions are changing the way some employers do business. These disruptions are forcing others to be innovative in filling open positions while still meeting customer demands. FTCC employees continue to work creatively to support students, employers, and the community. The College is offering new instructional models to increase flexibility for students and offering innovative, short-term courses with accelerated formats and more work-based learning options (*Forbes Advisor*, 2022; *Harvard Business Review*, 2023).
- Unemployment rates in North Carolina held steady through most of 2022 at 3.9 percent. Cumberland County ranked among the highest unemployment rates in the state, ending 2022 at 4.8 percent. The Fall 2022 semester saw modest gains in enrollment compared to the Fall 2021 semester. To address enrollment challenges, FTCC has implemented a Career and Education Success Center targeting adult learners and is actively working across the County and Region to extend workforce training at off-campus locations to serve populations which

may face barriers to being on campus and site locations (*North Carolina Department of Commerce, Labor & Economic Analysis, 2022*).

2.2 National and Local Job Trends

- Job gains occurred in the skilled trades, transportation, healthcare, nursing, food service, personal services, and construction sectors. The Southeast is home to the states with the strongest labor markets in 2023, and North Carolina was named a “Top State” for business by CNBC for the second straight year. FTCC continues to modify programs based on employer needs and advisory committee’s recommendations. The College provides curriculum and corporate & continuing education students in the critical areas identified above, along with other high-growth sectors such as cybersecurity, logistics, operations management, automotive and automotive-related programs (*CNBC, 2023; Economic and Industrial U.S. Bureau of Labor Statistics, 2023*).
- Other job sectors continue to have ongoing difficulty recruiting employees with the requisite skills needed for employment. Eighty-nine percent of manufacturers reported to the Association of Career and Technical Education (ACTE) that they have experienced a shortage of qualified applicants. Of those reporting talent shortages, 60 percent of the manufacturers determined that these shortages have a substantial impact on productivity. It has been additionally noted that only 28 percent of companies have created plans to enhance employee retention. Besides higher compensation, job seekers are also interested in pathways to advancement and telework opportunities (*Forbes, 2023*).
 - Through workforce development programs, career and technical education, work-based learning options, and industry-specific partnerships, FTCC and other community colleges are helping to bridge the employment gap and upskill potential employees to ensure preparedness for hiring and advancement opportunities as they become available.
- The fast-food industry continues to suffer and/or adjust due to the following:
 - labor shortages
 - supply chain interruptions
 - demand for increased wages
 - implementation of new technologies in support of automated ordering and deliveries
- Other industries such as the grocery and retail sectors have continued to expand the number of self-service lanes along with online shopping, curbside pick-up, and home delivery options throughout 2023. Using mobile apps, online ordering continues to reach additional customers through apps such as Grubhub®, Uber Eats®, and DoorDash®. FTCC recently acquired a food truck which will better support culinary training in the rapidly growing field of mobile food services. (*Fortune, 2023*).
- National labor market projections from 2022 to 2030 forecast that the digital payment market will grow at an annual rate of 17.25 percent. FTCC continues to modify programs in computer technologies to meet emerging trends in the use of technology to automate commercial activities. The College also trains future workers in cybersecurity to support the expansion of electronic payments as they continue to expand. (*Fortune, 2023*).
- The healthcare and personal care sectors are among the largest sectors projected to increase in North Carolina by 2030 as the baby boomers continue to age (*NC Commerce, 2023; U.S. Bureau of Labor Statistics, 2023*).
 - The College’s Allied Health division recently expanded its programs by launching Polysomnography in the Spring 2024 and expanding capacity in other health programs to support the anticipated increase in demand for medical services. Additional expansions are currently in the planning stages.

- [Table 1](#) (see page 43) reflects new jobs created during the 2022-23 fiscal year and number of job openings. FTCC continues to strategically expand programs to meet the growing needs of business and industry in the following fields:
 - fast food and retail
 - healthcare
 - personal service
 - general maintenance and repair
 - supply chain
 - building and construction trades and related jobs
 - computer information technology, including cybersecurity
- [Table 2](#) (see page 51) reflects the number of job openings and median salaries projected through 2028 for these and other occupations (*Lightcast®*, 2023, 4th Quarter).

2.3 Military Support Projections

- North Carolina has one of the largest U.S. Army installations in the world. Combined with the potential growth in both troop end-strength and federal government defense spending, additional opportunities in defense, aerospace and cybersecurity are anticipated. Major corporations, such as Booz Allen Hamilton, have established an increased presence in the Fayetteville area, as the region continues to grow in new businesses supporting worldwide military operations. The expansion of these new and existing businesses is projected to continue its growth pattern as more businesses move into the local economy. FTCC's NC Military Business Center (NCMBC), All-American Veteran's Center, and College-wide educational programs remain flexible in delivery of instruction and support services to provide ongoing educational and technical support to this growing occupational sector across North Carolina (*North Carolina Military Business Center*, 2023).
- The military, and expanding military-support companies, will continue to place high demands for a skilled workforce possessing strong computational skills, interpersonal communication skills, computer skills, cybersecurity skills, as well as basic life-skills.
- Transportation continues to be valued field of study for military students. FTCC continues to offer automotive, automotive-related, information technology, cybersecurity, airframe and powerplant certification training, communications courses, commercial driver's license (CDL), basic construction, and welding. The College provides life skills training embedded into each of these programs and all courses/programs of interest from military students and their families.
- Annually, highly skilled active duty service members separate from the military. As significant numbers of military personnel and new veterans prepare for their transition into the private sector, they are seeking short-term, high-demand programs at community colleges (*Inside Higher Ed*, 2023). FTCC continues to modify programs and support resources for these transitioning service members.
 - FTCC offers a number of Transition Tech and Skills Bridge programs to active-duty military transitioning into the civilian workforce. Multiple career pathways result in industry-recognized credentials in high-demand career fields.
- Defense spending has increased, with significant capability enhancements of the Armed Forces, in multiple fields in the following fields:
 - CDL truck driving
 - Vehicle maintenance
 - Medical and medical support-related
 - research and development
 - facility sustainment, repair, modernization, and security

- information systems and cybersecurity

This indicates additional workforce training and support will become necessary to meet these increasing demands. FTCC continues to assist the military offering a wide variety of educational programs and credentialing in health care, information systems security and analysis, building trades, and transportation occupations. Additionally, the College has supported the military with other technical needs that include preparation of cadavers as part of mortuary training at Fort Liberty, and support for Cybersecurity Data Labeling Labs, as well as outreach for the Center for Innovation & Entrepreneurship. FTCC supported 3,257 military and military-related students during the 2022-2023 academic year (*U.S. House Committee of Appropriations, 2023; Military Spending and Global Security, 2023*).

- Fort Liberty has a significant impact on the local economy. It is the largest local employer with approximately 53,700 troops and another 14,000 civilians employed on the installation. Ft. Liberty comprises almost 10 percent of all U.S. Army forces. The installation is virtually a city, with the post capable of supporting a population of 260,000 including military families, contractors, retirees, and others ([Ft. Liberty Visitor Information](#), 2024).
- The North Carolina Military Business Center's (NCMBC) ongoing business development and business recruitment activities continue to provide strong support to existing federal contractors and to companies interested in expanding or relocating close to Fort Liberty. The College and the NCMBC are strongly positioned to meet the changing needs of the military and the larger defense industry. Those needs result from the following:
 - expanded global and multidimensional threats to national security
 - growing defense spending
 - initiatives to re-shore and sustain the defense industrial base
 - reinvestment in military installations and other critical infrastructure nationwide (*North Carolina Military Business Center, 2023*)
- FTCC continues to be nationally recognized in military support publications that annually highlight superb service to military and military-related students. FTCC has received the following recognitions:
 - Designated as a Military Friendly School – Large Community College (15 consecutive years) by Viqtory Media®. For the 2023-24 academic year, FTCC ranked within the Top 10 School (Gold) Category.
 - Designated as a Military Friendly School – Large Community College by Viqtory Media® as a Top 10 Spouse School for the 2023-24 academic year.
 - These designations are awarded to the top 10 percent of schools nationwide that deliver the best experience for military students and their family members.

2.4 Public Sector Projections

- Public sector employment in North Carolina is projected to add more than 604,678 jobs by 2030 (*NC Commerce, 2023*).
- NC Community College faculty and staff salaries increased during the previous legislative cycle. FTCC is currently ranked second in average faculty salaries among the 58 North Carolina community colleges. Additional resources are needed to keep pace with rising private sector wages and to decrease the gap paid to university faculty teaching freshman and sophomore classes within the UNC system (*NCCCS Dashboards - Faculty and Staff, 2023*).
- Twelve of Cumberland County's top twenty-five employers are public sector organizations—Department of Defense, Veterans' Administration, Cumberland County Schools, County and City governments, U.S. Postal Service, Cape Fear Valley Health Systems, post-secondary

educational institutions, and the Public Works Commission. FTCC remains focused on expanding program offerings to meet anticipated needs in these employment sectors and maintains a robust delivery of training and short-term workforce programs targeted to public sector occupations (*NC Commerce*, 2023).

2.4.1 Food Service, Hospitality, and Retail Sector Projections

- Consumers are continuing their return to restaurants and tourism activities in larger numbers post-pandemic; but, supply chain and employee shortages remain challenging for this sector. Even though leisure and hospitality added an average of 39,000 jobs per month in the United States during 2023, employment in leisure and hospitality remains below its pre-pandemic level by 163,000. Regionally, these industry sectors are expected to add more jobs over the next five years as they attempt to fill their current vacancies. FTCC programs of study continue to provide highly trained graduates to meet demand for new employees. Traditionally, entry-level jobs in this sector have not offered family-sustaining wages, but as employee shortages continue, employers are gradually increasing wages. There is also an increased demand for skilled managers in all these sectors. FTCC's culinary, hospitality, and business administration programs continue to train students for these careers. The College continues to offer entrepreneurship programs in Business, counseling through the Small Business Center, and recently purchased a food truck to assist those interested in mobile food service careers (*U.S. Bureau of Labor Statistics*, 2024).

2.4.2 Healthcare Sector Projections

- Shortages of healthcare workers are expected to continue. During 2023, North Carolina invested \$33.3 million in the first year of the biennium and \$48 million in the second year for community college faculty bonuses in high-need workforce areas and nurse preceptors. This will assist in mitigating healthcare workforce shortages by increasing the capacity for training for the healthcare sectors. (*NC Office of State Budget and Management*, 2023). Most of the job growth occurred in ambulatory health care services, nursing, residential care facilities, and hospitals (*NC Commerce*, 2023).
 - FTCC has entered into partnerships with healthcare providers and expanded program capacity in nursing, respiratory care, dental assisting, and radiography.
 - The recently opened Nursing Education & Simulation Center provides a state-of-the-art simulated clinical experience for students.
 - FTCC recently added a Polysomnography program and is in the planning stages to launch Histotechnology, Anesthesia Technology, BioWorks Technician, and Computed Tomography programs. This will allow the College to provide an increased number of graduates who are qualified, credentialed, and work-ready.
- FTCC provides much-needed assistance coordinating clinical rotations. Students experience hands-on training as they work in healthcare facilities with employee shortages. Cape Fear Valley Health System, through a partnership with the College, offers a Service Learning Scholarship for registered nursing students to expand the hospital's opportunities to hire more qualified nursing graduates locally. The scholarship covers tuition, books, and fees and upon graduation, students agree to work for Cape Fear Valley Health System and receive a \$15,000 sign-on bonus.
 - Currently Womack Army Medical Center (WAMC) and 82nd Airborne contacts have extended to multi-year contracts.
 - Additional courses for Flight Paramedic have been added to existing contracts with WAMC and the 82nd Airborne to address existing and future employment needs.

2.4.3 Manufacturing and Skilled Trades Sector Projections

- Manufacturing and skilled trades, in 2023, added an average of 12,000 jobs per month in the United States. The construction industry grew by an average of 16,000 jobs per month during the same period. Most employment gains were in the construction industry or skilled trades (plumbing, electrical, painting, concrete pouring, etc.). FTCC offers curricular and corporate and continuing education programs in these skilled construction trades. One area of focus is adding micro-credentials into the continuing education courses for construction so a student can be more competitive and well versed within the workforce. The growth projections for skilled trades occupations are reflected in [Table 3](#) (see page 63) (*U.S. Bureau of Labor Statistics*, 2024).
- Manufacturing-related and skilled trades positions in Fayetteville offer lucrative salaries supplemented with competitive employer-paid benefits. The total compensation package in the trade occupations indicates how well local employers value employee skills and their post-secondary awards which prepare them to be qualified applicants in difficult to fill positions. FTCC continues to offer short- and long-term training, leading to industry recognized credentials, preparing students to meet ongoing demands. These programs have attracted the attention of manufacturing and skilled trades leaders from across the nation. Through training opportunities available at FTCC, students can prepare for employment opportunities in the skilled trades industry regionally as well as nationally. The current shortage will become even more critical as the baby-boomer generation continues transitioning into retirement. Please note the skilled trades projections reflected in [Table 3](#) (see page 63).

2.4.4 Distribution and Transportation Sector Projections

- The NC Commerce Division (2023) indicates that transportation and material moving occupations are expected to increase by seven percent in North Carolina.
- A large Amazon Distribution Center is anticipated to open in Fayetteville, NC during the late Spring of 2024. This will further expand the need for drivers and training in global supply chain and logistics with opportunities for lucrative employment for those within commuting distance of Fayetteville, NC.
- Walmart stores, with a regional distribution warehouse located in Cumberland County, remains a major employer in the region with more than 1,000 employees. Rooms-to-Go has a regional sales and distribution center strategically located close to Fayetteville on Interstate 95 that is located centrally along the east coast. This region's access to deep water ports in both North and South Carolina makes this area a strong choice for additional distribution centers. FTCC has expanded programs of study related to global logistics and supply chain management to train work-ready graduates to meet growing demands in these warehouse and regional sales centers (*American Journal of Transportation*, 2023).
- According to the *American Trucking Association*, 78,000 additional truck drivers are needed to meet the demand from companies. Amazon and Walmart will need additional drivers as they increase the number of deliveries required to meet online shopper demand across the nation. FTCC truck driving (CDL) students receive job offers and are hired as soon as they complete their training/certifications. The CDL program at FTCC received national recognition this year when one of its students won a national competition receiving a new truck and trailer. Supply chain shortages have directly impacted the trucking industry with higher demands for drivers than in previous years. Additionally, the trucking industry suffers from high turnover rates because some drivers transition from to one employer to another frequently to take advantage of pay differentials. FTCC partnered with Bladen Community College to offer CDL classes in Spring of 2024. FTCC is building

a state-of-the-art truck driver training facility to house a regional training pad for CDL and Heavy Diesel Technician programs. This additional FTCC site will enable FTCC to double the number of graduates each year in its CDL training program (*American Trucking Association, 2023; Trucking Organization, 2023*).

2.5 Unemployment and Labor Force Participation

- As of November 2023, North Carolina was ranked 30th in the nation for unemployment with a published rate of 3.5 percent (*NC Commerce, 2023; U.S. Bureau of Labor Statistics, 2023*).
 - The North Carolina unemployment rate is 0.5 percent lower than the national average as reflected in [Table 4](#) (see page 63). This does not include those that are underemployed (working part-time and/or not seeking jobs with additional benefits) or those who are still unemployed but no longer in the labor force. The underemployed and those no longer seeking employment are provided opportunities for training or re-training to acquire skills needed by employers, both locally and nationally. FTCC continues to strengthen its partnerships with local employment experts including, MyFutureNC and NCWorks and by applying for grants to assist with funding scholarships, cost of living stipends and paid internships, to students who are categorized as unemployed or underemployed. (*NC Commerce, 2023; U.S. Bureau of Labor Statistics, 2023*).

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2.6 Tables Relating to Economic Trends

2.6.1 Table 1: Lightcast® Regional Private Workforce and Industry New Job Creation - Cumberland County (2023 – 2024)

Description	2023-2024 Openings	Median Annual Earnings
Military-only occupations	3151	\$32,916.83
Cashiers	756	\$22,560.55
Retail Salespersons	617	\$26,751.34
Fast Food and Counter Workers	603	\$23,295.77
Cooks, Fast Food	597	\$22,519.95
Stockers and Order Fillers	553	\$29,607.57
Waiters and Waitresses	427	\$20,193.34
Home Health and Personal Care Aides	312	\$22,309.44
Office Clerks, General	293	\$36,513.76
Cooks, Restaurant	273	\$28,045.84
Laborers and Freight, Stock, and Material Movers, Hand	264	\$30,312.88
Customer Service Representatives	237	\$31,045.10
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	235	\$26,340.79
Nursing Assistants	230	\$29,067.12
Heavy and Tractor-Trailer Truck Drivers	217	\$43,021.33
First-Line Supervisors of Food Preparation and Serving Workers	217	\$35,539.28
General and Operations Managers	213	\$89,809.44
Maintenance and Repair Workers, General	192	\$38,695.52
Business Operations Specialists, All Other	186	\$87,176.47
Registered Nurses	166	\$82,673.27
Light Truck Drivers	165	\$33,017.53
Human Resources Specialists	162	\$68,940.13
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	162	\$36,385.10
Maids and Housekeeping Cleaners	162	\$23,374.22
Receptionists and Information Clerks	156	\$29,102.22
First-Line Supervisors of Retail Sales Workers	155	\$38,984.00
Police and Sheriff's Patrol Officers	152	\$46,249.00
Bookkeeping, Accounting, and Auditing Clerks	146	\$38,289.97
Aircraft Mechanics and Service Technicians	144	\$60,849.23
Food Preparation Workers	143	\$25,407.35
Security Guards	138	\$36,387.41
Postsecondary Teachers	137	\$66,924.47
Landscaping and Groundskeeping Workers	129	\$29,044.24
Teaching Assistants, Except Postsecondary	126	\$22,325.35
Childcare Workers	124	\$22,658.99
Airline Pilots, Copilots, and Flight Engineers	121	\$178,671.15
First-Line Supervisors of Office and Administrative Support Workers	121	\$50,240.48
Logisticians	119	\$79,388.51
Hosts and Hostesses, Restaurant, Lounge, and	118	\$20,858.53

Description	2023-2024 Openings	Median Annual Earnings
Coffee Shop		
Medical Assistants	118	\$32,974.22
Managers, All Other	113	\$114,792.67
Substitute Teachers, Short-Term	106	\$29,082.01
Hairdressers, Hairstylists, and Cosmetologists	103	\$28,394.92
Elementary School Teachers, Except Special Education	102	\$44,364.02
Dental Assistants	102	\$43,846.44
Teachers and Instructors, All Other	102	\$76,314.59
Automotive Service Technicians and Mechanics	97	\$38,049.20
Electricians	95	\$46,690.16
Computer Occupations, All Other	91	\$91,828.71
Firefighters	86	\$38,361.29
First-Line Supervisors of Mechanics, Installers, and Repairers	85	\$63,261.09
Management Analysts	81	\$85,314.43
Licensed Practical and Licensed Vocational Nurses	81	\$50,544.50
Construction Laborers	80	\$32,440.92
Accountants and Auditors	74	\$70,774.70
Driver/Sales Workers	71	\$16,974.20
Miscellaneous Assemblers and Fabricators	69	\$36,532.53
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	68	\$46,788.72
Cooks, Institution and Cafeteria	68	\$28,181.55
Counter and Rental Clerks	67	\$31,370.17
Bartenders	65	\$21,920.16
Preschool Teachers, Except Special Education	65	\$28,267.58
Carpenters	64	\$40,504.05
Dishwashers	62	\$22,619.14
Secondary School Teachers, Except Special and Career/Technical Education	62	\$47,342.38
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	62	\$56,514.90
Amusement and Recreation Attendants	62	\$20,474.31
Industrial Truck and Tractor Operators	61	\$38,166.95
Medical Secretaries and Administrative Assistants	61	\$32,081.15
Shipping, Receiving, and Inventory Clerks	61	\$34,389.73
Self-Enrichment Teachers	60	\$38,140.93
First-Line Supervisors of Construction Trades and Extraction Workers	59	\$60,222.54
Animal Caretakers	59	\$27,092.80
Pharmacy Technicians	58	\$36,340.66
Medical and Health Services Managers	58	\$107,361.67
Software Developers	57	\$102,303.69
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo	56	\$48,336.69

Description	2023-2024 Openings	Median Annual Earnings
Handling Supervisors		
Healthcare Support Workers, All Other	54	\$51,217.48
Inspectors, Testers, Sorters, Samplers, and Weighers	54	\$35,558.47
Market Research Analysts and Marketing Specialists	49	\$58,781.27
Bus and Truck Mechanics and Diesel Engine Specialists	48	\$48,109.99
Postal Service Mail Carriers	47	\$52,797.24
Training and Development Specialists	46	\$52,426.47
Packers and Packagers, Hand	46	\$24,734.19
Postal Service Mail Sorters, Processors, and Processing Machine Operators	45	\$49,383.55
Billing and Posting Clerks	45	\$36,876.44
First-Line Supervisors of Production and Operating Workers	44	\$57,633.00
Installation, Maintenance, and Repair Workers, All Other	44	\$47,620.38
Parts Salespersons	44	\$28,378.10
Hotel, Motel, and Resort Desk Clerks	44	\$23,495.63
Real Estate Sales Agents	44	\$46,518.34
Commercial Pilots	44	\$118,617.71
Project Management Specialists	44	\$77,096.12
Computer User Support Specialists	43	\$51,023.51
Exercise Trainers and Group Fitness Instructors	43	\$43,146.03
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	42	\$46,174.06
Production, Planning, and Expediting Clerks	41	\$47,382.80
Bus Drivers, School	40	\$29,504.15
Paralegals and Legal Assistants	40	\$46,059.69
Sailors and Marine Oilers	40	\$42,971.82
Food Service Managers	40	\$49,709.09
Information and Record Clerks, All Other	39	\$49,614.31
Construction Managers	39	\$77,259.97
Child, Family, and School Social Workers	38	\$45,491.62
Avionics Technicians	38	\$67,063.50
Human Resources Assistants, Except Payroll and Timekeeping	37	\$42,346.17
Clergy	37	\$49,857.40
Recreation Workers	37	\$35,351.98
Captains, Mates, and Pilots of Water Vessels	36	\$76,648.90
Paramedics	36	\$39,803.55
Operating Engineers and Other Construction Equipment Operators	36	\$40,156.12
Middle School Teachers, Except Special and Career/Technical Education	36	\$45,862.22
Paper Goods Machine Setters, Operators, and Tenders	34	\$39,772.65
Buyers and Purchasing Agents	34	\$63,802.20
Financial Managers	34	\$117,998.85

Description	2023-2024 Openings	Median Annual Earnings
Transportation, Storage, and Distribution Managers	34	\$92,031.56
Explosives Workers, Ordnance Handling Experts, and Blasters	33	\$65,402.38
Dining Room and Cafeteria Attendants and Bartender Helpers	33	\$21,227.86
Human Resources Managers	33	\$104,027.05
First-Line Supervisors of Police and Detectives	32	\$74,616.06
Veterinary Assistants and Laboratory Animal Caretakers	32	\$27,372.58
Couriers and Messengers	32	\$25,696.01
Civil Engineers	31	\$79,150.35
Cleaners of Vehicles and Equipment	31	\$26,470.02
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	31	\$46,971.99
Computer Systems Analysts	31	\$83,466.04
Office and Administrative Support Workers, All Other	30	\$41,300.98
Industrial Machinery Mechanics	29	\$58,650.24
Clinical Laboratory Technologists and Technicians	29	\$42,777.88
Computer and Information Systems Managers	29	\$127,847.09
Insurance Sales Agents	29	\$33,983.79
Production Workers, All Other	29	\$39,237.29
Educational Instruction and Library Workers, All Other	29	\$41,996.76
Tutors	29	\$31,857.56
Ushers, Lobby Attendants, and Ticket Takers	28	\$21,778.90
Electrical Power-Line Installers and Repairers	28	\$60,892.50
Plumbers, Pipefitters, and Steamfitters	28	\$46,139.27
Electrical and Electronics Repairers, Commercial and Industrial Equipment	27	\$59,567.34
Property, Real Estate, and Community Association Managers	27	\$55,603.61
Food Servers, Non-restaurant	27	\$25,393.31
Air Traffic Controllers	27	\$100,061.55
Training and Development Managers	27	\$128,599.23
Dental Hygienists	26	\$74,310.26
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	26	\$46,997.24
Telecommunications Equipment Installers and Repairers, Except Line Installers	25	\$60,322.04
Musicians and Singers	25	\$49,829.13
Physicians, All Other	25	\$239,682.05
Massage Therapists	25	\$40,221.49
Network and Computer Systems Administrators	24	\$81,142.99
Compliance Officers	24	\$73,107.61
Tellers	23	\$34,755.11
Interpreters and Translators	23	\$102,368.35
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and	23	\$40,026.95

Description	2023-2024 Openings	Median Annual Earnings
Finishers		
Communications Equipment Operators, All Other	23	\$51,306.66
Automotive and Watercraft Service Attendants	23	\$25,665.42
Information Security Analysts	23	\$100,160.42
Educational, Guidance, and Career Counselors and Advisors	23	\$48,587.39
Coaches and Scouts	23	\$38,242.06
Interviewers, Except Eligibility and Loan	22	\$31,651.30
First-Line Supervisors of Housekeeping and Janitorial Workers	22	\$35,943.03
Laundry and Dry-Cleaning Workers	22	\$22,799.64
Helpers--Production Workers	22	\$29,721.91
Lawyers	21	\$87,782.90
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	21	\$24,373.67
Construction and Building Inspectors	21	\$51,414.48
Welders, Cutters, Solderers, and Brazers	21	\$41,967.46
Painters, Construction and Maintenance	20	\$35,671.17
Merchandise Displayers and Window Trimmers	20	\$29,297.76
Helpers--Electricians	19	\$34,206.58
Sewing Machine Operators	19	\$24,475.59
Phlebotomists	19	\$31,333.00
Education Administrators, Kindergarten through Secondary	19	\$73,638.70
Electrical and Electronic Engineering Technologists and Technicians	19	\$66,921.44
Religious Workers, All Other	19	\$29,898.23
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	19	\$20,900.38
Loan Officers	19	\$59,257.03
Social Scientists and Related Workers, All Other	18	\$88,569.87
First-Line Supervisors of Non-Retail Sales Workers	18	\$69,215.80
Mobile Heavy Equipment Mechanics, Except Engines	18	\$52,206.90
Psychiatric Technicians	18	\$32,583.71
Manicurists and Pedicurists	18	\$21,633.66
Securities, Commodities, and Financial Services Sales Agents	18	\$45,656.57
Executive Secretaries and Executive Administrative Assistants	18	\$59,601.11
Chefs and Head Cooks	18	\$48,465.38
Civil Engineering Technologists and Technicians	18	\$55,443.93
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	18	\$56,872.05
Social Science Research Assistants	18	\$56,166.82
Barbers	18	\$30,773.45
Directors, Religious Activities and Education	18	\$63,359.36
Food Preparation and Serving Related Workers, All Other	18	\$23,440.41

Description	2023-2024 Openings	Median Annual Earnings
Textile Bleaching and Dyeing Machine Operators and Tenders	18	\$27,736.45
Occupational Health and Safety Specialists	18	\$85,397.78
Payroll and Timekeeping Clerks	17	\$44,701.47
Bakers	17	\$27,658.73
Telecommunications Line Installers and Repairers	17	\$43,532.81
Medical Records Specialists	17	\$46,653.10
Physical Therapist Assistants	17	\$57,508.47
Sales Managers	17	\$75,326.46
Packaging and Filling Machine Operators and Tenders	17	\$30,355.55
Kindergarten Teachers, Except Special Education	17	\$47,474.05
Pest Control Workers	17	\$33,490.49
Farmers, Ranchers, and Other Agricultural Managers	17	\$29,078.09
Cooks, Short Order	17	\$19,074.67
Budget Analysts	17	\$88,167.63
Pharmacists	17	\$131,318.01
Health Technologists and Technicians, All Other	17	\$35,887.66
Telemarketers	17	\$25,690.10
Nurse Practitioners	16	\$109,406.40
Computer, Automated Teller, and Office Machine Repairers	16	\$36,828.88
Detectives and Criminal Investigators	16	\$67,507.67
Cost Estimators	16	\$54,761.00
Tax Preparers	16	\$22,120.78
Physician Assistants	16	\$120,127.99
Library Technicians	16	\$37,096.02
Dispatchers, Except Police, Fire, and Ambulance	16	\$41,011.82
Shuttle Drivers and Chauffeurs	16	\$23,458.18
Engineers, All Other	16	\$107,907.61
Radiologic Technologists and Technicians	16	\$63,609.99
Administrative Services Managers	16	\$80,137.54
Ship Engineers	16	\$74,253.82
Protective Service Workers, All Other	15	\$46,559.05
Transportation Security Screeners	15	\$40,243.77
Health Education Specialists	15	\$55,187.64
Instructional Coordinators	15	\$61,723.55
Engineering Technologists and Technicians, Except Drafters, All Other	15	\$75,820.10
Water and Wastewater Treatment Plant and System Operators	15	\$48,097.68
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	15	\$41,024.64
Chief Executives	15	\$214,123.30
Correctional Officers and Jailers	14	\$37,344.30
Social and Human Service Assistants	14	\$34,436.51
Public Relations Specialists	14	\$63,052.70
Bus Drivers, Transit and Intercity	14	\$36,241.97

Description	2023-2024 Openings	Median Annual Earnings
Machine Feeders and Off-bearers	14	\$52,197.28
Reservation and Transportation Ticket Agents and Travel Clerks	14	\$34,415.46
Butchers and Meat Cutters	14	\$36,979.78
Eligibility Interviewers, Government Programs	14	\$32,706.16
Sales and Related Workers, All Other	14	\$32,656.35
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	14	\$50,898.64
Veterinary Technologists and Technicians	14	\$34,633.80
Refuse and Recyclable Material Collectors	14	\$32,468.33
Machinists	14	\$48,222.09
Emergency Medical Technicians	13	\$25,275.65
Skincare Specialists	13	\$41,387.24
Industrial Engineers	13	\$79,536.30
Personal Care and Service Workers, All Other	13	\$25,817.42
Data Entry Keyers	13	\$31,221.06
Automotive Body and Related Repairers	13	\$43,835.40
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	13	\$36,254.99
Marketing Managers	13	\$122,634.39
Residential Advisors	13	\$26,640.75
Surveying and Mapping Technicians	13	\$43,384.58
Education Administrators, All Other	13	\$81,360.70
Librarians and Media Collections Specialists	12	\$47,393.35
Meat, Poultry, and Fish Cutters and Trimmers	12	\$29,080.05
First-Line Supervisors of Firefighting and Prevention Workers	12	\$62,852.82
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	12	\$28,350.72
Molding, Core-making, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	12	\$43,767.35
Court, Municipal, and License Clerks	12	\$38,781.33
Graphic Designers	12	\$47,774.87
Financial Specialists, All Other	12	\$85,245.44
Tree Trimmers and Pruners	12	\$30,070.95
Claims Adjusters, Examiners, and Investigators	12	\$78,074.26
Purchasing Managers	12	\$133,002.28
Physical Therapists	12	\$85,390.49
Loan Interviewers and Clerks	11	\$43,742.96
Speech-Language Pathologists	11	\$74,884.50
Bill and Account Collectors	11	\$35,084.64
Septic Tank Servicers and Sewer Pipe Cleaners	11	\$41,028.61
Procurement Clerks	11	\$48,915.96
Taxi Drivers	11	\$33,531.97
Parking Attendants	11	\$27,165.36
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	11	\$32,006.83

Description	2023-2024 Openings	Median Annual Earnings
Molders, Shapers, and Casters, Except Metal and Plastic	11	\$37,760.01
Cutting and Slicing Machine Setters, Operators, and Tenders	11	\$33,884.41
Total	19,889	\$51,117.65

Source: Lightcast® (4th Quarter, 2023): Occupations Report

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**2.6.2 Table 2: Lightcast® Regional Private Workforce and Industry Projections
Cumberland County (2023 – 2028)**

Description	2023 - 2028 Change	Median Annual Earnings
Military-only occupations	16,025	\$32,916.83
Cashiers	3,729	\$22,560.55
Retail Salespersons	3,033	\$26,751.34
Fast Food and Counter Workers	2,968	\$23,295.77
Cooks, Fast Food	2,929	\$22,519.95
Stockers and Order Fillers	2,736	\$29,607.57
Waiters and Waitresses	2,103	\$20,193.34
Home Health and Personal Care Aides	1,556	\$22,309.44
Office Clerks, General	1,447	\$36,513.76
Cooks, Restaurant	1,368	\$28,045.84
Laborers and Freight, Stock, and Material Movers, Hand	1,246	\$30,312.88
Customer Service Representatives	1,157	\$31,045.10
Nursing Assistants	1,139	\$29,067.12
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,131	\$26,340.79
Heavy and Tractor-Trailer Truck Drivers	1,076	\$43,021.33
First-Line Supervisors of Food Preparation and Serving Workers	1,060	\$35,539.28
General and Operations Managers	1,009	\$89,809.44
Maintenance and Repair Workers, General	952	\$38,695.52
Business Operations Specialists, All Other	918	\$87,176.47
Registered Nurses	827	\$82,673.27
Human Resources Specialists	811	\$68,940.13
Light Truck Drivers	796	\$33,017.53
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	788	\$36,385.10
Receptionists and Information Clerks	770	\$29,102.22
Maids and Housekeeping Cleaners	766	\$23,374.22
Police and Sheriff's Patrol Officers	764	\$46,249.00
First-Line Supervisors of Retail Sales Workers	751	\$38,984.00
Aircraft Mechanics and Service Technicians	723	\$60,849.23
Bookkeeping, Accounting, and Auditing Clerks	721	\$38,289.97
Postsecondary Teachers	697	\$66,924.47
Food Preparation Workers	694	\$25,407.35
Security Guards	649	\$36,387.41
Landscaping and Groundskeeping Workers	630	\$29,044.24
Teaching Assistants, Except Postsecondary	620	\$22,325.35
First-Line Supervisors of Office and Administrative Support Workers	599	\$50,240.48
Logisticians	593	\$79,388.51
Medical Assistants	585	\$32,974.22
Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	581	\$20,858.53
Childcare Workers	572	\$22,658.99
Managers, All Other	555	\$114,792.67
Substitute Teachers, Short-Term	521	\$29,082.01
Teachers and Instructors, All Other	510	\$76,314.59

Description	2023 - 2028 Change	Median Annual Earnings
Hairdressers, Hairstylists, and Cosmetologists	502	\$28,394.92
Elementary School Teachers, Except Special Education	501	\$44,364.02
Dental Assistants	498	\$43,846.44
Automotive Service Technicians and Mechanics	484	\$38,049.20
Electricians	454	\$46,690.16
Computer Occupations, All Other	452	\$91,828.71
Firefighters	426	\$38,361.29
First-Line Supervisors of Mechanics, Installers, and Repairers	417	\$63,261.09
Licensed Practical and Licensed Vocational Nurses	402	\$50,544.50
Management Analysts	395	\$85,314.43
Construction Laborers	384	\$32,440.92
Accountants and Auditors	362	\$70,774.70
Driver/Sales Workers	344	\$16,974.20
Cooks, Institution and Cafeteria	342	\$28,181.55
Counter and Rental Clerks	331	\$31,370.17
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	329	\$46,788.72
Miscellaneous Assemblers and Fabricators	327	\$36,532.53
Preschool Teachers, Except Special Education	323	\$28,267.58
Bartenders	314	\$21,920.16
Amusement and Recreation Attendants	310	\$20,474.31
Dishwashers	303	\$22,619.14
Secondary School Teachers, Except Special and Career/Technical Education	303	\$47,342.38
Carpenters	298	\$40,504.05
Shipping, Receiving, and Inventory Clerks	297	\$34,389.73
Self-Enrichment Teachers	296	\$38,140.93
Medical Secretaries and Administrative Assistants	295	\$32,081.15
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	292	\$56,514.90
Animal Caretakers	291	\$27,092.80
Pharmacy Technicians	287	\$36,340.66
Medical and Health Services Managers	286	\$107,361.67
Industrial Truck and Tractor Operators	278	\$38,166.95
First-Line Supervisors of Construction Trades and Extraction Workers	277	\$60,222.54
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	273	\$48,336.69
Healthcare Support Workers, All Other	272	\$51,217.48
Software Developers	264	\$102,303.69
Inspectors, Testers, Sorters, Samplers, and Weighers	262	\$35,558.47
Market Research Analysts and Marketing Specialists	246	\$58,781.27
Bus and Truck Mechanics and Diesel Engine Specialists	241	\$48,109.99
Postal Service Mail Carriers	225	\$52,797.24
Training and Development Specialists	223	\$52,426.47
Commercial Pilots	221	\$118,617.71
Installation, Maintenance, and Repair Workers, All Other	220	\$47,620.38
Billing and Posting Clerks	218	\$36,876.44

Description	2023 - 2028 Change	Median Annual Earnings
Packers and Packagers, Hand	218	\$24,734.19
Postal Service Mail Sorters, Processors, and Processing Machine Operators	217	\$49,383.55
Real Estate Sales Agents	213	\$46,518.34
Parts Salespersons	212	\$28,378.10
Computer User Support Specialists	210	\$51,023.51
First-Line Supervisors of Production and Operating Workers	210	\$57,633.00
Hotel, Motel, and Resort Desk Clerks	209	\$23,495.63
Exercise Trainers and Group Fitness Instructors	207	\$43,146.03
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	205	\$46,174.06
Project Management Specialists	203	\$77,096.12
Sailors and Marine Oilers	202	\$42,971.82
Paralegals and Legal Assistants	201	\$46,059.69
Bus Drivers, School	201	\$29,504.15
Production, Planning, and Expediting Clerks	201	\$47,382.80
Construction Managers	194	\$77,259.97
Clergy	193	\$49,857.40
Avionics Technicians	192	\$67,063.50
Food Service Managers	190	\$49,709.09
Information and Record Clerks, All Other	190	\$49,614.31
Child, Family, and School Social Workers	187	\$45,491.62
Human Resources Assistants, Except Payroll and Timekeeping	184	\$42,346.17
Recreation Workers	182	\$35,351.98
Captains, Mates, and Pilots of Water Vessels	182	\$76,648.90
Paramedics	178	\$39,803.55
Operating Engineers and Other Construction Equipment Operators	177	\$40,156.12
Middle School Teachers, Except Special and Career/Technical Education	176	\$45,862.22
Explosives Workers, Ordnance Handling Experts, and Blasters	170	\$65,402.38
Buyers and Purchasing Agents	168	\$63,802.20
Transportation, Storage, and Distribution Managers	168	\$92,031.56
Human Resources Managers	166	\$104,027.05
Paper Goods Machine Setters, Operators, and Tenders	165	\$39,772.65
Dining Room and Cafeteria Attendants and Bartender Helpers	162	\$21,227.86
First-Line Supervisors of Police and Detectives	160	\$74,616.06
Veterinary Assistants and Laboratory Animal Caretakers	158	\$27,372.58
Couriers and Messengers	157	\$25,696.01
Financial Managers	154	\$117,998.85
Civil Engineers	153	\$79,150.35
Cleaners of Vehicles and Equipment	151	\$26,470.02
Office and Administrative Support Workers, All Other	150	\$41,300.98
Clinical Laboratory Technologists and Technicians	146	\$42,777.88
Computer Systems Analysts	145	\$83,466.04
Educational Instruction and Library Workers, All Other	144	\$41,996.76
Tutors	143	\$31,857.56
Extruding, Forming, Pressing, and Compacting Machine Setters, Operators, and Tenders	141	\$46,971.99

Description	2023 - 2028 Change	Median Annual Earnings
Production Workers, All Other	140	\$39,237.29
Insurance Sales Agents	140	\$33,983.79
Ushers, Lobby Attendants, and Ticket Takers	139	\$21,778.90
Electrical and Electronics Repairers, Commercial and Industrial Equipment	139	\$59,567.34
Plumbers, Pipefitters, and Steamfitters	137	\$46,139.27
Food Servers, Non-restaurant	137	\$25,393.31
Computer and Information Systems Managers	135	\$127,847.09
Air Traffic Controllers	135	\$100,061.55
Industrial Machinery Mechanics	134	\$58,650.24
Property, Real Estate, and Community Association Managers	132	\$55,603.61
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	127	\$46,997.24
Musicians and Singers	127	\$49,829.13
Training and Development Managers	126	\$128,599.23
Telecommunications Equipment Installers and Repairers, Except Line Installers	125	\$60,322.04
Massage Therapists	123	\$40,221.49
Physicians, All Other	122	\$239,682.05
Electrical Power-Line Installers and Repairers	121	\$60,892.50
Dental Hygienists	118	\$74,310.26
Interpreters and Translators	117	\$102,368.35
Network and Computer Systems Administrators	117	\$81,142.99
Communications Equipment Operators, All Other	117	\$51,306.66
Compliance Officers	114	\$73,107.61
Automotive and Watercraft Service Attendants	114	\$25,665.42
Educational, Guidance, and Career Counselors and Advisors	113	\$48,587.39
Tellers	112	\$34,755.11
Information Security Analysts	112	\$100,160.42
Coaches and Scouts	111	\$38,242.06
Electrical, Electronic, and Electromechanical Assemblers, Except Coil Winders, Tapers, and Finishers	109	\$40,026.95
Laundry and Dry-Cleaning Workers	106	\$22,799.64
First-Line Supervisors of Housekeeping and Janitorial Workers	105	\$35,943.03
Interviewers, Except Eligibility and Loan	105	\$31,651.30
Lawyers	104	\$87,782.90
Helpers--Production Workers	103	\$29,721.91
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	102	\$24,373.67
Construction and Building Inspectors	101	\$51,414.48
Welders, Cutters, Solderers, and Brazers	99	\$41,967.46
Directors, Religious Activities and Education	98	\$63,359.36
Merchandise Displayers and Window Trimmers	96	\$29,297.76
Sewing Machine Operators	96	\$24,475.59
Religious Workers, All Other	95	\$29,898.23
Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers	94	\$20,900.38
Electrical and Electronic Engineering Technologists and Technicians	93	\$66,921.44

Description	2023 - 2028 Change	Median Annual Earnings
Education Administrators, Kindergarten through Secondary	93	\$73,638.70
Social Scientists and Related Workers, All Other	93	\$88,569.87
Phlebotomists	92	\$31,333.00
Securities, Commodities, and Financial Services Sales Agents	92	\$45,656.57
Loan Officers	91	\$59,257.03
Civil Engineering Technologists and Technicians	90	\$55,443.93
Mobile Heavy Equipment Mechanics, Except Engines	90	\$52,206.90
First-Line Supervisors of Non-Retail Sales Workers	89	\$69,215.80
Psychiatric Technicians	89	\$32,583.71
Chefs and Head Cooks	89	\$48,465.38
Barbers	88	\$30,773.45
Helpers--Electricians	88	\$34,206.58
Executive Secretaries and Executive Administrative Assistants	88	\$59,601.11
Physical Therapist Assistants	87	\$57,508.47
Food Preparation and Serving Related Workers, All Other	87	\$23,440.41
Occupational Health and Safety Specialists	87	\$85,397.78
Manicurists and Pedicurists	86	\$21,633.66
Telecommunications Line Installers and Repairers	85	\$43,532.81
Social Science Research Assistants	85	\$56,166.82
Medical Records Specialists	84	\$46,653.10
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	84	\$56,872.05
Payroll and Timekeeping Clerks	84	\$44,701.47
Bakers	84	\$27,658.73
Budget Analysts	83	\$88,167.63
Kindergarten Teachers, Except Special Education	83	\$47,474.05
Pest Control Workers	83	\$33,490.49
Health Technologists and Technicians, All Other	82	\$35,887.66
Cooks, Short Order	82	\$19,074.67
Farmers, Ranchers, and Other Agricultural Managers	81	\$29,078.09
Detectives and Criminal Investigators	80	\$67,507.67
Computer, Automated Teller, and Office Machine Repairers	80	\$36,828.88
Shuttle Drivers and Chauffeurs	79	\$23,458.18
Ship Engineers	79	\$74,253.82
Nurse Practitioners	79	\$109,406.40
Pharmacists	78	\$131,318.01
Health Education Specialists	78	\$55,187.64
Textile Bleaching and Dyeing Machine Operators and Tenders	78	\$27,736.45
Library Technicians	78	\$37,096.02
Protective Service Workers, All Other	78	\$46,559.05
Physician Assistants	78	\$120,127.99
Dispatchers, Except Police, Fire, and Ambulance	77	\$41,011.82
Radiologic Technologists and Technicians	77	\$63,609.99
Engineers, All Other	77	\$107,907.61
Packaging and Filling Machine Operators and Tenders	76	\$30,355.55
Sales Managers	76	\$75,326.46

Description	2023 - 2028 Change	Median Annual Earnings
Engineering Technologists and Technicians, Except Drafters, All Other	76	\$75,820.10
Tax Preparers	76	\$22,120.78
Instructional Coordinators	76	\$61,723.55
Transportation Security Screeners	76	\$40,243.77
Cost Estimators	75	\$54,761.00
Water and Wastewater Treatment Plant and System Operators	74	\$48,097.68
First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	72	\$41,024.64
Chief Executives	72	\$214,123.30
Social and Human Service Assistants	72	\$34,436.51
Administrative Services Managers	71	\$80,137.54
Bus Drivers, Transit and Intercity	71	\$36,241.97
Public Relations Specialists	70	\$63,052.70
Correctional Officers and Jailers	70	\$37,344.30
Butchers and Meat Cutters	69	\$36,979.78
Eligibility Interviewers, Government Programs	69	\$32,706.16
Machinists	68	\$48,222.09
Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	68	\$50,898.64
Reservation and Transportation Ticket Agents and Travel Clerks	67	\$34,415.46
Veterinary Technologists and Technicians	67	\$34,633.80
Telemarketers	66	\$25,690.10
Skincare Specialists	66	\$41,387.24
Refuse and Recyclable Material Collectors	66	\$32,468.33
Sales and Related Workers, All Other	65	\$32,656.35
Machine Feeders and Off-bearers	65	\$52,197.28
Personal Care and Service Workers, All Other	64	\$25,817.42
Marketing Managers	64	\$122,634.39
Emergency Medical Technicians	63	\$25,275.65
Automotive Body and Related Repairers	63	\$43,835.40
Education Administrators, All Other	62	\$81,360.70
Surveying and Mapping Technicians	62	\$43,384.58
Librarians and Media Collections Specialists	62	\$47,393.35
Data Entry Keyers	61	\$31,221.06
First-Line Supervisors of Firefighting and Prevention Workers	61	\$62,852.82
Ambulance Drivers and Attendants, Except Emergency Medical Technicians	61	\$28,350.72
Court, Municipal, and License Clerks	60	\$38,781.33
Industrial Engineers	59	\$79,536.30
Meat, Poultry, and Fish Cutters and Trimmers	59	\$29,080.05
Graphic Designers	59	\$47,774.87
Residential Advisors	59	\$26,640.75
Purchasing Managers	58	\$133,002.28
Financial Specialists, All Other	58	\$85,245.44
Claims Adjusters, Examiners, and Investigators	57	\$78,074.26
Tree Trimmers and Pruners	57	\$30,070.95

Description	2023 - 2028 Change	Median Annual Earnings
Loan Interviewers and Clerks	57	\$43,742.96
Septic Tank Servicers and Sewer Pipe Cleaners	56	\$41,028.61
Molding, Core-making, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	55	\$43,767.35
Physical Therapists	55	\$85,390.49
Woodworking Machine Setters, Operators, and Tenders, Except Sawing	54	\$36,254.99
Speech-Language Pathologists	54	\$74,884.50
Procurement Clerks	53	\$48,915.96
Taxi Drivers	53	\$33,531.97
Parking Attendants	52	\$27,165.36
Bill and Account Collectors	52	\$35,084.64
Public Safety Telecommunicators	52	\$40,674.16
Molders, Shapers, and Casters, Except Metal and Plastic	52	\$37,760.01
Writers and Authors	52	\$54,469.87
Cutting and Slicing Machine Setters, Operators, and Tenders	51	\$33,884.41
Photographers	50	\$38,562.67
Highway Maintenance Workers	50	\$39,698.35
Mechanical Engineers	50	\$72,170.69
Motor Vehicle Operators, All Other	49	\$28,986.16
Postal Service Clerks	49	\$59,001.00
Helpers--Pipelayers, Plumbers, Pipefitters, and Steamfitters	49	\$31,879.26
Conveyor Operators and Tenders	48	\$31,473.37
Life, Physical, and Social Science Technicians, All Other	48	\$57,531.42
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	48	\$41,238.38
Helpers--Installation, Maintenance, and Repair Workers	48	\$30,399.70
Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	48	\$32,006.83
Architectural and Civil Drafters	47	\$60,363.47
Chemical Technicians	47	\$67,172.67
Mixing and Blending Machine Setters, Operators, and Tenders	47	\$40,997.21
Special Education Teachers, Kindergarten and Elementary School	47	\$45,387.95
Atmospheric and Space Scientists	47	\$109,983.31
Computer Network Architects	47	\$103,515.07
First-Line Supervisors of Personal Service Workers	47	\$32,699.10
Slaughterers and Meat Packers	46	\$30,228.89
Cargo and Freight Agents	46	\$47,040.41
Printing Press Operators	45	\$30,983.46
Meeting, Convention, and Event Planners	45	\$38,865.01
Education Administrators, Postsecondary	44	\$94,929.77
Legislators	44	\$66,119.01
Social and Community Service Managers	44	\$59,469.16
Personal Financial Advisors	44	\$79,045.34
Physical Therapist Aides	43	\$28,230.22
Software Quality Assurance Analysts and Testers	43	\$80,459.90
Career/Technical Education Teachers, Secondary School	43	\$46,241.53
Architectural and Engineering Managers	43	\$135,818.39

Description	2023 - 2028 Change	Median Annual Earnings
First-Line Supervisors of Entertainment and Recreation Workers, Except Gambling Services	43	\$36,669.83
Ophthalmic Medical Technicians	43	\$30,323.16
Stationary Engineers and Boiler Operators	42	\$56,707.26
School Bus Monitors	42	\$27,196.41
Facilities Managers	41	\$85,736.24
Crossing Guards and Flaggers	41	\$33,301.35
Dentists, General	41	\$188,815.44
Security and Fire Alarm Systems Installers	40	\$39,434.35
Forensic Science Technicians	40	\$47,448.16
Media and Communication Equipment Workers, All Other	40	\$88,347.20
Tire Repairers and Changers	40	\$30,068.63
Electric Motor, Power Tool, and Related Repairers	40	\$52,016.81
File Clerks	40	\$36,585.23
Psychologists, All Other	39	\$125,417.63
Special Education Teachers, Secondary School	39	\$47,533.34
Computer Network Support Specialists	39	\$81,949.60
Pump Operators, Except Wellhead Pumpers	38	\$62,036.57
Demonstrators and Product Promoters	38	\$38,412.86
Real Estate Brokers	38	\$70,919.69
Industrial Production Managers	37	\$95,624.44
Probation Officers and Correctional Treatment Specialists	37	\$40,304.13
Counselors, All Other	37	\$70,264.14
Electrical Engineers	37	\$87,777.02
First-Line Supervisors of Protective Service Workers, All Other	37	\$55,944.33
Radio, Cellular, and Tower Equipment Installers and Repairers	37	\$56,268.57
Structural Iron and Steel Workers	36	\$39,483.24
Healthcare Social Workers	36	\$52,942.50
Special Education Teachers, Preschool	36	\$58,966.59
Special Education Teachers, Middle School	36	\$48,749.54
Emergency Management Directors	36	\$72,888.98
Editors	36	\$61,401.60
Occupational Therapy Assistants	35	\$58,918.07
Surgical Technologists	35	\$47,555.67
Pipelayers	35	\$43,723.87
Insurance Claims and Policy Processing Clerks	34	\$54,193.78
Mail Clerks and Mail Machine Operators, Except Postal Service	34	\$37,601.64
Rehabilitation Counselors	34	\$28,283.39
Crane and Tower Operators	34	\$48,895.83
Labor Relations Specialists	33	\$79,475.21
Maintenance Workers, Machinery	33	\$47,013.34
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	33	\$77,082.33
Legal Secretaries and Administrative Assistants	33	\$35,257.47
Respiratory Therapists	33	\$63,336.69
Dietitians and Nutritionists	33	\$68,773.68
Environmental Scientists and Specialists, Including Health	32	\$63,570.55

Description	2023 - 2028 Change	Median Annual Earnings
Medical Transcriptionists	32	\$29,675.87
Order Clerks	32	\$37,064.71
Dental Laboratory Technicians	32	\$45,150.78
Food Batch makers	31	\$29,054.90
Extruding and Drawing Machine Setters, Operators, and Tenders, Metal and Plastic	31	\$49,657.75
Occupational Therapists	31	\$81,014.59
Cutting, Punching, and Press Machine Setters, Operators, and Tenders, Metal and Plastic	31	\$42,928.96
Biological Technicians	31	\$44,092.55
Word Processors and Typists	30	\$40,882.30
Community and Social Service Specialists, All Other	30	\$38,582.16
Computer Numerically Controlled Tool Operators	30	\$51,723.12
Producers and Directors	30	\$60,920.28
Sheet Metal Workers	30	\$46,555.22
Music Directors and Composers	30	\$52,606.68
Web and Digital Interface Designers	29	\$54,799.19
Public Relations Managers	29	\$161,677.62
Mental Health and Substance Abuse Social Workers	29	\$49,179.64
Audio and Video Technicians	29	\$32,968.81
Floral Designers	29	\$32,954.86
Opticians, Dispensing	29	\$44,427.94
Tax Examiners and Collectors, and Revenue Agents	28	\$46,547.16
Education and Childcare Administrators, Preschool and Daycare	28	\$44,976.41
Transportation Inspectors	28	\$77,757.26
Animal Trainers	28	\$31,926.09
Weighers, Measurers, Checkers, and Samplers, Recordkeeping	28	\$46,784.32
Healthcare Diagnosing or Treating Practitioners, All Other	28	\$95,199.75
Shampooers	28	\$22,571.30
Tour and Travel Guides	27	\$27,864.59
Floor Sanders and Finishers	27	\$61,924.76
Fine Artists, Including Painters, Sculptors, and Illustrators	27	\$17,907.90
Chemical Equipment Operators and Tenders	27	\$35,821.89
Glaziers	27	\$37,792.93
Computer Programmers	27	\$87,995.39
Control and Valve Installers and Repairers, Except Mechanical Door	27	\$62,541.29
Material Moving Workers, All Other	27	\$41,782.69
Biological Scientists, All Other	27	\$119,087.33
Outdoor Power Equipment and Other Small Engine Mechanics	26	\$36,523.41
Operations Research Analysts	26	\$91,874.49
Funeral Attendants	26	\$28,547.12
Medical Equipment Repairers	26	\$52,006.57
Cement Masons and Concrete Finishers	26	\$38,407.24
Traffic Technicians	26	\$41,256.07
Forest and Conservation Technicians	26	\$46,003.10
Financial and Investment Analysts	26	\$77,895.59

Description	2023 - 2028 Change	Median Annual Earnings
Aircraft Service Attendants	26	\$36,922.43
First-Line Supervisors of Security Workers	26	\$58,359.80
Farmworkers, Farm, Ranch, and Aqua-cultural Animals	25	\$27,445.60
Legal Support Workers, All Other	25	\$50,667.06
Morticians, Undertakers, and Funeral Arrangers	25	\$46,242.07
Environmental Science and Protection Technicians, Including Health	25	\$49,479.31
Railroad Conductors and Yardmasters	25	\$59,781.95
Miscellaneous Construction and Related Workers	25	\$42,210.45
Precision Instrument and Equipment Repairers, All Other	25	\$59,711.31
Tank Car, Truck, and Ship Loaders	25	\$44,580.76
Computer and Information Research Scientists	25	\$112,601.18
Advertising Sales Agents	24	\$49,066.81
Pressers, Textile, Garment, and Related Materials	24	\$21,306.51
Community Health Workers	23	\$37,162.42
Jewelers and Precious Stone and Metal Workers	23	\$34,979.04
Teaching Assistants, Postsecondary	23	\$27,067.29
Soil and Plant Scientists	23	\$60,196.61
Financial Examiners	23	\$75,518.30
Web Developers	22	\$60,010.15
Motorboat Operators	22	\$45,774.81
Aircraft Structure, Surfaces, Rigging, and Systems Assemblers	22	\$47,777.49
Natural Sciences Managers	22	\$149,897.80
Medical Equipment Preparers	22	\$32,490.54
Orderlies	22	\$30,106.19
Library Assistants, Clerical	22	\$29,296.59
Diagnostic Medical Sonographers	21	\$71,273.14
Art Directors	21	\$49,033.66
Motorcycle Mechanics	21	\$27,787.50
Recreational Vehicle Service Technicians	21	\$47,497.34
Cardiovascular Technologists and Technicians	21	\$24,901.24
Fundraisers	21	\$52,087.18
Extruding and Forming Machine Setters, Operators, and Tenders, Synthetic and Glass Fibers	21	\$35,053.87
Social Workers, All Other	21	\$82,482.79
Industrial Engineering Technologists and Technicians	21	\$62,892.62
Drywall and Ceiling Tile Installers	21	\$42,418.19
Sales Engineers	21	\$134,691.13
Artists and Related Workers, All Other	20	\$58,853.32
Pesticide Handlers, Sprayers, and Applicators, Vegetation	20	\$42,329.31
Electronics Engineers, Except Computer	20	\$95,562.40
Data Scientists	20	\$104,246.64
Chemists	20	\$65,211.31
Healthcare Practitioners and Technical Workers, All Other	20	\$58,218.93
First-Line Supervisors of Correctional Officers	20	\$57,488.59
Marriage and Family Therapists	20	\$39,718.01
Agricultural Inspectors	20	\$39,143.26

Description	2023 - 2028 Change	Median Annual Earnings
Helpers, Construction Trades, All Other	19	\$27,382.73
Property Appraisers and Assessors	19	\$46,979.80
Court Reporters and Simultaneous Captioners	19	\$57,544.97
Airfield Operations Specialists	19	\$44,456.06
Geoscientists, Except Hydrologists and Geographers	18	\$83,256.29
Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic	18	\$51,431.45
Roofers	18	\$39,510.99
Private Detectives and Investigators	18	\$54,861.48
Engine and Other Machine Assemblers	18	\$39,178.08
Veterinarians	18	\$92,591.20
Physical Scientists, All Other	18	\$117,753.25
Structural Metal Fabricators and Fitters	17	\$41,139.98
Electrical and Electronics Installers and Repairers, Transportation Equipment	17	\$77,930.75
Coin, Vending, and Amusement Machine Servicers and Repairers	17	\$37,555.98
Power Plant Operators	17	\$79,377.40
Broadcast Announcers and Radio Disc Jockeys	17	\$43,063.59
Insulation Workers, Floor, Ceiling, and Wall	17	\$28,565.29
Nuclear Engineers	17	\$117,369.18
Home Appliance Repairers	17	\$39,038.85
Woodworkers, All Other	16	\$31,026.84
Hydrologic Technicians	16	\$46,859.41
Lodging Managers	16	\$46,892.63
Insurance Underwriters	16	\$62,066.15
Bicycle Repairers	16	\$39,366.12
Compensation, Benefits, and Job Analysis Specialists	15	\$46,434.93
Reinforcing Iron and Rebar Workers	15	\$64,260.59
Tailors, Dressmakers, and Custom Sewers	15	\$20,139.18
Logging Equipment Operators	15	\$57,008.36
Interior Designers	15	\$54,080.76
Personal Service Managers, All Other	15	\$40,086.74
Therapists, All Other	14	\$51,718.22
Nurse Anesthetists	14	\$222,546.96
Cooks, All Other	14	\$26,920.38
Surveyors	14	\$59,868.08
Signal and Track Switch Repairers	14	\$89,256.06
Hazardous Materials Removal Workers	14	\$37,553.94
Architects, Except Landscape and Naval	14	\$73,861.83
Clinical and Counseling Psychologists	13	\$76,134.90
Political Scientists	13	\$121,325.79
Pharmacy Aides	13	\$32,739.67
Urban and Regional Planners	13	\$62,967.37
Bridge and Lock Tenders	13	\$37,856.88
Conservation Scientists	13	\$75,611.12
Database Administrators	13	\$97,398.94
Medical Scientists, Except Epidemiologists	13	\$83,883.94

Description	2023 - 2028 Change	Median Annual Earnings
Lighting Technicians	13	\$49,874.09
Earth Drillers, Except Oil and Gas	13	\$44,921.91
Graders and Sorters, Agricultural Products	13	\$30,438.42
Animal Control Workers	13	\$34,276.04
Zoologists and Wildlife Biologists	13	\$50,526.24
Database Architects	12	\$147,166.79
Tool and Die Makers	12	\$61,590.56
Food Processing Workers, All Other	12	\$31,403.48
Motorboat Mechanics and Service Technicians	12	\$43,487.06
Furnace, Kiln, Oven, Drier, and Kettle Operators and Tenders	12	\$40,906.66
Landscape Architects	12	\$63,567.95
Aerospace Engineers	12	\$108,615.33
News Analysts, Reporters, and Journalists	12	\$52,427.43
Textile, Apparel, and Furnishings Workers, All Other	12	\$23,176.34
Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	12	\$55,600.20
Financial Clerks, All Other	12	\$56,173.53
Cabinetmakers and Bench Carpenters	11	\$32,615.51
Family Medicine Physicians	11	\$192,891.12
Agricultural Workers, All Other	11	\$36,234.18
Rail Car Repairers	11	\$68,260.14
Automotive Glass Installers and Repairers	11	\$48,869.47
Computer Hardware Engineers	11	\$112,918.36
Commercial and Industrial Designers	11	\$87,441.84
Food Cooking Machine Operators and Tenders	11	\$28,207.15
Title Examiners, Abstractors, and Searchers	11	\$47,625.00
Technical Writers	11	\$73,602.76
Actors	11	\$47,398.10
Environmental Engineers	11	\$82,256.89
Chiropractors	11	\$113,487.05
Statisticians	11	\$116,536.53
Special Education Teachers, All Other	11	\$43,221.62
Funeral Home Managers	10	\$67,029.58
Total	104,466	\$54,358.81

Source: Lightcast® (4th Quarter, 2023) Occupations Report

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2.6.3 Table 3: Skilled Trades Projections within Fayetteville Metropolitan Service Area Through 2029

Occupation	*Number of Fayetteville Area Jobs Projected	**Average Starting Salary	**Value of the Benefits Package paid by the Employer	**Total Average Compensation (inclusive of benefits)
Automotive Service Technicians and Mechanics	484	\$57,200	\$26,798	\$83,998
Electricians	454	\$67,438	\$30,984	\$98,422
Diesel Mechanics	241	\$61,209	\$28,151	\$89,360
HVAC	205	\$64,906	\$30,173	\$95,079
Plumbers, Pipefitters, and Steamfitters	137	\$58,709	\$27,055	\$85,764
Automotive Body and Related Repairers	63	\$57,185	\$26,753	\$83,938
Welding, Soldering, and Brazing Machine Setters, Operators, and Tenders	99	\$60,299	\$28,715	\$89,014
Total	1683	\$60,992	\$28,376	\$89,368

*Source #1: Lightcast® (4th Quarter, 2023) Occupations Report

**Source #2: Salary.com (Some average salaries are computed at Levels II and III to meet employer skill needs of future applicants).

Legend: Value of Benefits includes employer-paid social security, disability, healthcare, pension, and paid time off from Salary.com.

2.6.4 Table 4: Unemployment Rates (National, North Carolina, and Cumberland County)

Regions	November 2022	November 2023	Status
National	3.6%	3.7%	+ 0.1%
North Carolina	3.9%	3.5%	- 0.4%
Cumberland County	5.1%	4.6%	- 0.5%

Source: NC Commerce, Labor & Economic Analysis Division (NC LEAD) (4th Quarter, 2023).

Note: All rates are reported as seasonally adjusted, except for Cumberland County. NC Commerce does not report seasonally adjusted values for this region.

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3 PERSONAL FINANCE TRENDS

Analysis Summary

- Financial aid remains a priority need for those seeking higher levels of educational and/or skill development.
- The COVID-19 pandemic shifted how businesses engaged with consumers and transformed the regional economic situation with supply and labor disruptions.
- More than half of Americans report living paycheck to paycheck with increased debt and decreased savings due to costs that are increasing at a faster pace than wage increases.
- Higher poverty rates persist in Cumberland County as compared with the rest of the state during the past several years.
- The ability to pay for college, food, electricity and other obligations remains problematic across the nation and is compounded by reinitiating repayment obligations for outstanding student loans.
- FTCC offers multiple forms of financial assistance including federal, state, and institutional assistance, to help students with the increased pricing of necessities.

3.1 Personal Income

- The U.S. Bureau of Economic Analysis reports that North Carolina ranked 36th among all 50 states and the District of Columbia in per-capita personal income, with an average of \$58,947 annually during the final fiscal quarter of 2023. This is approximately 91 percent of the national income average of \$64,921. North Carolina has seen a slight improvement in its per-capita personal income ranking since the 2022 data which was 87 percent of the national income average of \$64,478. (*U.S. Bureau of Economic Analysis, 2023*).
- Cumberland County continues to face economic challenges as compared to the state of North Carolina as a whole. While the state has a poverty rate of 12.8 percent, Cumberland County has a higher poverty rate of 15.9 percent, indicating that children in the county may be particularly vulnerable to economic hardship. Additionally, the median household income in Cumberland County is lower than the state average, but the unemployment rate is slightly lower. These statistics suggest that Cumberland County may benefit from expansion of targeted efforts to support low-income families, particularly those with children, as well as expanding initiatives to job training programs that could eventually boost household incomes (*U.S. Census Bureau, 2023*).
- According to the U.S. Census Bureau (2023), the labor force participation rate in Fayetteville, NC, is currently 61 percent. This means that approximately 61 percent of the population aged 16 and above is either employed or actively looking for work.
 - The unemployment rate in Fayetteville is currently 4.3%, which is slightly higher than the national and state unemployment rates (*U.S. Bureau of Labor Statistics, 2023*). The city's economy is driven primarily by the healthcare, retail, and education sectors, with major employers including Cape Fear Valley Health System, Fort Liberty, Fayetteville Technical Community College, and Fayetteville State University. Despite challenges, the labor force participation rate in Fayetteville remains relatively stable, and the city and county are working to attract new businesses and industries to the area to create more job opportunities for residents.

- Approximately 62 percent of residents in Cumberland County reported living paycheck to paycheck (*Charles Schwab*, 2023). This means that more than half of the city's population is struggling to make ends meet, with little to no savings or financial cushion. The survey also found that many individuals in Cumberland County are facing significant financial stress, with 45 percent reporting they are worried about their current financial situation, and 36 percent struggling to pay their monthly bills. These findings highlight the importance of financial stability and the need for greater support and resources for individuals and families in Cumberland County who are struggling financially.

3.2 Long-Term Personal Finance Impact of COVID-19

- The COVID-19 pandemic significantly impacted the economy and its effects are still being felt. While there are some positive signs of economic recovery, many Americans are still facing financial challenges. According to a recent survey by the Pew Research Center, about four-in-ten adults say their personal financial situation is worse now than it was a decade ago (*Pew Research Center*, 2023). This highlights the need for increased financial aid and support services to help people access and complete their desired level of post-secondary education, which can be a key factor in improving financial stability. It's important for policymakers and educators to consider the ongoing economic challenges faced by many students, and to provide the necessary support to help them succeed.
 - The COVID-19 pandemic precipitated a change in the labor force participation rate (LFPR) defined as the percentage of the population in the labor force or those actively searching for employment. Prior to 2020, the LFPR surpassed 63 percent but sharply decreased during 2020. In January 2023, the LFPR for the U.S. was 62.4 percent and 60.3 percent for North Carolina. Research shows that employers are seeking skills training, including short-term credentials, to support increased skills demand and new opportunities expected within the job market (*Federal Reserve Bank of St. Louis*, 2023; *Trading Economics*, 2023).
 - The number of Americans living paycheck to paycheck is estimated at 62 percent, which is higher than the pre-COVID-19 rate of 53 percent. The effects of inflation are negatively impacting all Americans; however, lower- and moderate-income households are impacted the most by inflation (*CNBC*, 2023; *Marketwatch*, 2023).
 - The food index rose 2.7 percent from December 2022 through December 2023. Cereal, bakery products, meats, poultry, fish, and eggs increased in price during the past year. The energy index declined by 2.0 percent during the same twelve-month period even though the cost of electricity increased. Some welcome news was gasoline, fuel oil, and natural gas declined. Since COVID-19, there has been an ongoing housing crisis due partly to the increase in the cost of shelter. Rent has risen 6.2 percent during the same twelve-month period mentioned above (*U.S. Bureau of Labor Statistics*, *TED: The Economics Daily*, 2023).
 - Skills training and short-term credentials are needed in order to meet the changing demands of the job market and train underemployed or unemployed to meet regional workforce demands. It's important that FTCC continue working with employers and policymakers to ensure that funding for training and education increases to better support local workforce shortages, especially in the construction and trades fields. (*Federal Reserve Bank of St. Louis*, 2023; *Trading Economics*, 2023).

3.2.1 Personal Finance and Technological Barriers

- The North Carolina Department of Information Technology (NCDIT) identified several technological barriers for residents of Fayetteville, NC. These barriers include limited access to high-speed internet, lack of digital devices, affordability issues, and insufficient digital skills (*NCDIT*, 2023). According to the study, these barriers disproportionately affect low-income and minority communities, limiting their ability to participate in the digital economy and access

essential services, many of which require digital access to search for those services. To address these issues, NCDIT is hosting a statewide listening tour to gather feedback from residents and develop strategies to bridge the digital divide. This includes efforts to expand broadband infrastructure, provide digital literacy training, and increase access to affordable devices and internet services. FTCC has continued to address these technological barriers through the following initiatives:

- The FTCC laptop and hotspot loaner program helps alleviate the costs associated with access to technology. In Cumberland County, fewer than 10 percent of households have access to fiber technology due to high internet costs (*Benton Foundation, 2023; MyFutureNC, 2023*).
- MCNC received \$11 million in new federal funding to expand high-speed internet access across Cumberland and surrounding counties (*MCNC, 2023; WRAL, 2023*).
- Free Wi-Fi access is available to the community while they are visiting FTCC campuses.

3.3 Current Financial Struggles Facing Students

- Many college students in Fayetteville are facing financial stress due to the rising cost of tuition, housing, and other expenses. A survey conducted by the University of North Carolina at Chapel Hill in 2023 found that 70% of students reported feeling stressed about their financial situation, and 48% reported difficulty paying for necessities such as food and housing (*UNC Chapel Hill, 2023*).
- Food insecurity continues to be a significant challenge for college students in Fayetteville. A survey by the College and University Food Bank Alliance found that 54 percent of students at local community colleges experienced food insecurity during 2023, compared to 48 percent in 2019 (*College and University Food Bank Alliance, 2023*). This highlights the ongoing need for resources and support to ensure that all students have access to nutritious food.
- Another study found that basic necessities such as food and housing are often a struggle for college students, particularly those from low-income backgrounds. Fifty-one percent of local college students experienced food insecurity in the past year, and 27 percent experienced housing insecurity (*Hope Center for College and Community, 2023*).
 - FTCC has a robust Food Pantry and Foundation and Advancement Office that assists students with access to food, short-term funding, and clothing.
- Academic challenges such as difficulty managing coursework, time management, and test anxiety are common among college students. Fifty-eight percent of students reported feeling overwhelmed by academic responsibilities and demands, and forty-five percent reported difficulty concentrating on their studies due to personal and financial stress (*UNC Pembroke, 2023*).

3.3.1 Financial Aid Assistance

- Financial assistance for education is critical for those seeking to attain educational goals. Housing and food insecurities, declining family income levels, and unexpected employment barriers are putting additional strain on individuals and families who are already struggling to make ends meet, further underscoring the importance of financial and non-financial aid in providing access to education and future opportunities. FTCC has provided multiple financial and non-financial resources to further assist students and their families (*Journal of Student Affairs Research and Practice, 2023*).

- Federal grants: Students are considered for Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Stafford Loans, and work study eligibility through completion of the FAFSA and their estimated family contribution.
- State grants and scholarships: Students can also apply for various state grants through completion of the FAFSA. FTCC participates in the Finish Line Grant Program to assist students who are close to graduation and need assistance to address financial emergencies. The Parents for Higher Education Child Care Grant provides childcare funding.
- Institutional grants and scholarships: The College provides monetary and non-monetary assistance to alleviate financial barriers among its students. The FTCC Foundation manages emergency funds to assist with non-academic emergencies and provides emergency assistance for tuition and books. The Foundation awards numerous merit-based institutional scholarships annually. The College's non-monetary assistance includes an on-campus success closet filled with professional and semi-professional attire, food pantry that stocks non-perishable goods, baby products, personal hygiene, household items, and grocery store gift cards.

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4 HIGHER EDUCATION AND PERSONNEL TRENDS

Analysis Summary

- Hope, Unity, and Belonging (HUB) remains a high priority for FTCC in support of faculty, staff, and students.
- Short-term academic programs such as micro-credentialing are increasing in demand among a diverse regional population with expanding financial support options from the federal government and the state.
- The COVID-19 pandemic caused significant investment in technology as higher education quickly shifted from in-person classes to online classes while maintaining the security of student records and providing student support services remotely. Cyber threats that nationally disrupt the daily activities of faculty, staff, and students continue to increase across all levels and sectors of education.
- The College facilitates shared governance activities among its Faculty and Staff Planning Councils, ad hoc committees, and other advisory committees.
- Larger numbers of community college students continue to transfer to other institutions after graduation. FTCC follows a similar trend and has dedicated transfer advisors and success coaches to work closely with this population.
- The baby-boomer generation continues to retire in large numbers. This is creating employee shortages, losses of institutional knowledge, and increasing demands for highly skilled employees, especially those that require life skills. Increased competition to fill these vacancies coupled with increased salary expectations compound these institutional losses.
- Recently changed federal and state compliance laws related to institutional accreditation and student achievement create.

4.1 Higher Education Personnel Trends

- FTCC embraces Hope, Unity, and Belonging (HUB) through the following institutional strategies:
 - Maintaining an awareness of inclusiveness supporting educational access, retention, and student success through an active outreach throughout the College's local service area.
 - Providing seminars and promoting Hope, Unity, and Belonging (HUB) across the College.
 - Providing outreach throughout the community to promote access and inclusiveness to sustain a student body reflective of the College's service area.
 - Maintaining external relationships and partnerships with community residents, businesses, local/state government, and/or higher education institutions to better meet the needs of students, employees, and the community served (*FTCC Strategic Plan, 2023*).
- The College and University Professional Association for Human Resources (CUPA-HR) conducted a survey of higher education professionals across public and private institutions inclusive of universities and community colleges. The survey findings indicated that higher education faculty received a median salary increase of 2.9 - 3.2 percent during the 2022-23 academic year. Staff received a median 5.3 percent increase during the same period. However, faculty salary increases have not kept pace with inflation since 2015; inflation levels during 2023

rose to 3.4 percent. As a result, salary increases remain a high priority across the nation (*CUPA-HR, 2023; Studies in Higher Education, 2023*).

- The highest salary growth rates were experienced in health sciences, environmental sustainability, and legal professions with reported median annual salary ranges of \$72,000 - \$128,000 (*U.S. Bureau of Labor Statistics Occupational Employment Statistics, 2023*).
- Women in top leadership positions still find pockets of situational stereotyping and this bias challenge success and inadvertently sustains social notions of perceived inferiority of women as leaders within the corporate world. While it is getting better, more needs to be done. Moreover, women climb the corporate ladder without many traditional supports of gender role alignment and robust networks that advantage their male colleagues (*Journal of Business Research, 2023*).

4.2 Data Validation and Security Trends

- Training that focuses on online privacy issues is included within academic programs to prepare students for their future in the expanding digital workforce (*Journal of Information Systems Education, 2023; Perspectives and Trends in Education and Technology, 2023*).
 - The foundation of privacy rests on the idea of control, specifically controlling who can see your personal information. Literature has identified four dimensions of privacy: excessive data collection, errors in collecting data, unauthorized secondary use of data, and improper access and storage allowing unauthorized access to data (*Journal of Information Systems Education, 2023*).
 - FTCC maintains tight controls on electronic data privacy and mandates cybersecurity professional development (PD) sessions for all employees. The College uses the KnowBe4® security training platform with increasingly focused attention to safeguarding personally identifiable information.
 - The College has devoted increased resources to enhance security measures including the implementation of policies and procedures to help prevent and respond to potential threats and cyber-attacks (ex. new scanning software, KnowBe4 training).
 - The College now offers instruction and degrees in cybersecurity that remain in high demand.

4.3 Shared Governance Trends

- Shared governance refers to the duty of ensuring mutual respect and trust while planning, implementing, and training student who can successfully graduate from college, prepare for their future careers with a desire to engage within their community, and maintain a focus on shared citizenship. This complex outcome is facilitated via ongoing partnerships with the governing board, faculty, staff and administration. As the complexity of higher education bureaucracies increases, many colleges and universities have experienced sharp declines in shared governance; however, FTCC is promoting shared governance target towards student success. (*Inside Higher Ed, 2023; Public Management Review, 2023; Times Higher Education, 2023*).
 - The College's Faculty, Staff, and Planning Council facilitate shared governance activities at the College. Standing, Ad hoc, and other advisory committees are created, as needed, throughout the year, when special circumstances arise that require collective research, analysis, and problem-solving.
 - Nationally, more employees are leaving their jobs—not only for retirement but also for new positions at other companies that offer higher salaries and better advancement opportunities. Employers that want to retain these workers need to develop transition strategies that enable older workers to remain engaged and productive, as well as share

the knowledge they have gained over the course of their careers. People from different generations can learn a lot from each other, under the concept of shared governance, when they are teamed together before the highly skilled long-term employees decide to exit an organization. FTCC has long used the team approach with College processes and procedures. The College has multiple standing committees comprised of multi-generational faculty, staff, and administration to lessen the effects of “brain-drain” as eligible employees retire and exit the workforce. (*Educational Review, 2023; SHRM HR Daily Update, 2023*)

4.4 Addressing the Generational Divide

- The FTCC student population is diverse in age groups as reflected in Table 5 listed below.

4.4.1 Table 5: Curriculum Student Age Group Frequency by Semester (2021 – 2023)

Age Group	2021FA	2022SP	2022SU	2022FA	2023SP	2023SU
13-23	47%	44%	36%	45%	48%	43%
24-32	26%	30%	33%	29%	29%	35%
33-41	14%	15%	18%	14%	14%	14%
42-50	7%	7%	9%	7%	8%	8%
51-59	4%	3%	3%	1%	1%	0%
60-68	1%	1%	1%	1%	0%	0%
69-77	0%	0%	0%	0%	0%	0%
78 +	0%	0%	0%	0%	0%	0%
Total	9,990	9,418	5,076	10,268	9,989	4,597

Source: North Carolina Community College System (NCCCS) Dashboards – Student, Program, and Course Enrollment

Note: Officially reported enrollment data was not currently available via NCCCS past Summer 2023.

- With multiple generations in our classrooms simultaneously, differentiating instruction can be particularly difficult especially as it relates to diverse perceptions of academic integrity, digital adoptions, access to technology, time since last educational experiences, etc. (*Interactive Learning Environments, 2023*).
 - FTCC provides students with an orientation course (ACA) to address these concerns and takes positive actions for any lingering apprehensions. FTCC faculty and staff are available to students in-person or remotely to provide timely responses. As reflected earlier, FTCC top three strategic initiatives relate to student success activities.
- According to NCCCS, out of a total enrollment of 485,469 public, private, and charter high school students, 78,024 were dually enrolled in community colleges across the state during the 2022-2023 academic year. High school students taking college classes earn credits towards graduation or for college transfer. While there are many benefits to the Career and College Promise program, it also has the added effect of further diversifying the age of the populations of students served by participating Colleges (*North Carolina Community College System, 2023; NC Dept. of Public Instruction, 2023*).
 - FTCC has a strong Career and College Promise program that is well-received by the faculty, staff, students, parents, and high schools in Cumberland County. The College provides office and training space for Cumberland Polytechnic High School (CPHS), serving approximately 289 Cumberland County Schools students annually at the Fayetteville campus. FTCC provides access to learning resources when needed by CPHS students.

4.5 The Future of Curriculum and Workforce Alignment

- Reforms centered around the principles of providing relevant vocational education for community college students have led to more inclusive opportunities for learners from varied diverse and marginalized backgrounds through the influence of career development and workforce demands in the post-COVID-19 economy (*Community College Journal of Research and Practice*, 2023).
- Stackable credentials offer opportunities for college students to start by earning short-term credentials in vocational and technical fields, then stack additional credentials as they progress in careers, building skills in the classroom and in the workforce (*Journal of Higher Education*, 2023).
 - Recent studies suggest that students whose college had an additional program within their field of study were more likely to re-enroll and earn additional stackable credentials within two years (*Community College Journal of Research and Practice*, 2023; *Journal of Higher Education*, 2023)
 - The College's Career and Technical Education programs offer students the ability to earn certificates and/or diplomas as they become eligible within their respective programs of study to better support regional workforce demands and opportunities.

4.6 Federal and State Policies Impact on the Higher Education Landscape

- Federal and state policy initiatives and actions may impact the higher education landscape through 2030.
 - In February 2023, the U.S. Department of Education announced awards of more than \$188 million across 170 grantees in over 30 states to increase access to school-based mental health services and strengthen the pipeline of mental health professionals in high-needs districts (*U.S. Department of Education*, 2023).
 - The North Carolina Department of Public Instruction was allocated \$2,373,740 for School-Based Mental Health Services.
 - Cumberland County Board of Education was allocated \$1,017,227.
 - North Carolina Department of Public Instruction was allocated \$776,791, which will go towards the Mental Health Service Professional Demonstration Grant.
 - FTCC has hired a licensed mental health counselor to assist students with these types of challenges.
- The U.S. Department of Education released a new version of the Gainful Employment rule, which will take effect on July 1, 2024, that determines whether certain career preparation programs in higher education remain eligible for federal financial aid. Eligibility will be based on whether, as required in the law, the programs provide an eligible program of training to prepare students for gainful employment in a recognized occupation (*Diverse Issues in Higher Education*, 2023; *U.S. Department of Education*, 2023).
- NC Governor Roy Cooper signed House Bill (HB) 680 into law in October 2023 that mandates all state institutions of higher education, the University of North Carolina and NC Community College Systems respectively, to adopt a policy requiring constituent institutions to prohibit consecutive institutional accreditation by the same accreditor and affiliate with approved accreditors set forth in HB 680 (*Council for Higher Education Accreditation*, 2023; *Inside Higher Ed*, 2023; *North Carolina General Assembly*, 2023).
 - Reaffiliating with a limited, approved list of accreditors presents both fiscal and academic challenges for every affected college and university. Through shared governance, FTCC will

prepare for this mandated change and ensure students continue to receive accredited degrees, diplomas, and certificates.

- Academic leaders worry about the potential harm to student transfer and employment outcomes (*Council for Higher Education Accreditation, 2023*)
- The U.S. Department of Education (2023) issued final rules imposing new conditions that higher education institutions must satisfy to participate in federal student aid programs under Title IV of the Higher Education Act that will take effect on July 1, 2024. These new regulations add conditions to the Department's Program Participation Agreements (PPAs), which are operative agreements between the Department and an institution of higher education that govern the institution's initial and continued participation in Title IV programs. The new conditions that most likely will have a direct impact on FTCC include the following:
 - Requiring institutions with initial PPAs (as of July 1, 2024) to limit career training programs to no more than 100 percent of the length mandated by applicable state laws for certification or licensure; this condition excludes fully online programs and does not apply to state requirements for degree programs (*U.S. Department of Education, 2023*).
 - The College is governed by the regulations set forth by the NC State Board of Community College Codes and the laws set forth by the General Assembly of North Carolina.
 - Credit and non-credit training programs are subject to oversight by the North Carolina Community College System, the North Carolina Office of the State Auditor, and the U.S. Department of Education (if applicable).
 - As the College expands its short-term workforce training programs that could lead to licensure and/or certification, that may be eligible for Title IV funding, are advised to scrutinize how a PPA may directly or indirectly impact program outcome success.
 - Requirement that institutions with initial PPAs (as of July 1, 2024) must confirm that all their programs meet the applicable programmatic accreditation and state licensure requirements necessary for graduates to obtain employment, including programs that lead to provisional licensure or licensure through reciprocity agreements; institutions have the option to show that they meet requirements in a state where a student attests they intend to move (*U.S. Department of Education, 2023*).
 - Through the College's current affiliation with NC SARA, credit and non-credit programs that are publicly advertised as leading to licensure or certification, the College discloses to interested students, via the College's website, their respective program licensure or accrediting agency, contact information, and affiliation by state (if applicable).
 - With this requirement, any new programs of study should include PPA analysis prior to authorization locally in order to determine direct and indirect program student outcomes.
 - Requirement that prevents institutions from withholding student transcripts for credits financed with Title IV student loan funds (*U.S. Department of Education, 2023*).
 - The College currently reserves the ability to withhold transcripts if the student owes a debt to the College and will be reviewing that policy in the next few months.
 - Additional scrutiny of how and when the College may withhold transcripts is needed as compared with current institutional workflows.
 - Under the new law, the Financial Value Transparency (FVT) provisions are intended to increase the quantity and quality of information that students will have before enrollment. The FVT establishes new debt-to-earnings (D/E) performance measures and an earnings

premium test that compares the earnings of program graduates to the earnings of typical high school graduates. The second component of this new law addresses accountability for Gainful Employment (GE) programs – those programs providing training for gainful employment in a recognized occupation or profession – by determining whether they are eligible for continued participation in the Department's federal student aid (*U.S. Department of Education*, 2023).

- While the College will be required to disclose these rates as determined by the Department of Education, these programs are not authorized for Title IV funding at the current time.
- However, if the student enters programs at the College with student loan debt, the College may be held accountable indirectly without further clarification regarding FVT provisions.

4.7 Enrollment and Financial Aid Trends

- During the Fall 2023 semester, community college enrollment across the United States increased by 2.6 percent while public and private non-profit 4-year institutions saw smaller increases of 0.6 percent (*National Student Clearinghouse*, 2024).
- A focus by community colleges on industry-specific pipelines, to draw workers looking to upskill, has required an expansion of admissions and enrollment resources. Also, the colleges have experienced surging rates of high school dual enrollment as a result of community college tuition affordability as the primary driver for the current enrollment increase expected to continue in the coming year (*Forbes*, 2023; *Inside Higher Ed*, 2023).
 - A growing number of students who have already completed advanced degrees are returning to community colleges, including FTCC, for focused short-term job skills training and certifications that will enable them to change their careers or advance in their current profession. Also, students enrolled in four-year colleges and universities attend community colleges during their summer and winter breaks taking advantage of lower tuition rates and transferability of community college courses back to their home institution. FTCC provides timely registration and course availability for these semester-long students, enabling them to complete their degrees faster (*Annual Survey of Colleges & Universities*, 2010-2023; *Peterson's Undergraduate Survey of Colleges & Universities*, 2010-2023).
 - Demand in the large, growing credential and micro-credential market remains strong.
 - Employers, colleges, and students are eager to pursue high-quality, low-priced, non-degree offerings targeted to specific industries (*Inside Higher Ed*, 2023).
 - FTCC continues to align its short-term programs and courses with the 21st-century workforce needs and industry-recognized credentials.
- Non-educational demands of community college students may negatively affect student retention, completion rates, and future financial aid eligibility. These demands include family life, employment conflicts, medical concerns, military deployments, and other individual circumstances. Students are aware of and taking advantage of a variety of student support services and learning resources. The notion of “just in time” and meeting students where they are is an area in which colleges are beginning to place additional emphasis to further support students (*Inside Higher Ed*, 2023).
 - FTCC evaluates students' individual needs and provides assistance through the following:
 - Holistic advising, Success Coaches, and an Early Alert Advising software

- College Foundation grants
- College-issued loaner laptops and hot spots
 - The Corporate and Continuing Education division supports students by adding a Career and Education Success Center with a Success Coach to assist with student transitions, and career advisement, and provide third-party resources in a timely manner to address non-academic barriers.
- The federal government continues to cite the ongoing need for student aid within higher education and encourages less reliance on loans. However, even after aid was increased, the government has not seen a corresponding overall increase in graduation rates. With increased demand for courses, FTCC intends to continue to offer loans in addition to other sources of financial aid to students. (*Integrated Postsecondary Education Data Systems - Graduation Rates, 2019-2023*).
- Throughout the 2023-2023 academic year, Veterans Affairs (VA) financial awards remained steady at public post-secondary institutions. Also, VA eligible students may qualify to receive a one-time rural benefit package, a monthly housing allowance, and a course resource stipend. Because of these VA benefits, FTCC continues to experience increased enrollment of military spouses and family members with the support services staff providing guidance and administrative support as these students apply for post-military service financial assistance. (*U.S. Department of Veterans Affairs, 2023*).
- The federal government continues to focus on and expect higher retention, graduation, and job placement rates, from colleges receiving federal financial aid. FTCC continues to support activities necessary to increase retention, graduation, and job placement rates. This is evidenced by FTCC more than tripling its graduation rates from 7 percent to 21 percent from academic years 2011-12 to 2022-23. To increase retention rates, the College has invested in additional employees with skills and talents as Success Coaches, Advisors, Tutors, and augmented staffing in its Adult Learning Center (*National Center for Education Statistics, 2023*).
- A review of College enrollment over the past three years showed a steady decline in the number of curriculum students as some students elect for short-term training programs to enter the workforce more quickly.
- Students meeting financial eligibility requirements who enrolled during the 2022-23 academic year received increased amounts of financial aid monies because of federal Pell Grant increases coupled with additional financial aid resources as determined by their estimated family contribution levels.

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4.7.1 Table 6: Three-Year Financial Aid Awards (2020 - 2023)

2022-23 FTCC Financial Aid Awards			
Number of Students (duplicated) receiving awards	In-State Tuition Rate	Out-of-State Tuition Rate	Amount of Aid
18,215	\$2,432	\$8,576	\$39,558,034

2021-22 FTCC Financial Aid Awards			
Number of Students (duplicated) receiving awards	In-State Tuition Rate	Out-of-State Tuition Rate	Amount of Aid
22,786	\$2,432	\$8,576	\$34,548,200

2020-21 FTCC Financial Aid Awards			
Number of Students (duplicated) receiving awards	In-State Tuition Rate	Out-of-State Tuition Rate	Amount of Aid
23,357	\$2,432	\$8,576	\$32,497,529

Source: Integrated Postsecondary Education Data Systems (IPEDS), Institutional Characteristics and Finance Surveys (2020-2023)

Note: Tuition is based upon full-time enrollment during two academic terms for reporting purposes.

- Some community college students have a desire to transfer to a four-year institution and earn a bachelor's degree (*National Student Clearinghouse Research Center, 2023; Washington Post, 2023*).
 - FTCC continues to grow its articulation agreements with public and private colleges and universities located across North Carolina and the rest of the nation.
 - The College has dedicated college transfer advisors and success coaches who assist students in navigating the transition from FTCC to a four-year institution.
 - Community college transfers have increased by almost 250 percent during the past 20 years. While not all community college students transfer to another institution, statistics show that 80 percent of those who transfer, go to a public or private university, which aligns with similar transfer outcomes among FTCC students (*National Student Clearinghouse Research Center, 2023*).
 - North Carolina is on par nationally — 44 percent compared to 45 percent — with the percentage of students who start at a community college, transfer successfully, and earn a bachelor's degree within six years (*Community College Research Center, 2023*).
 - During 2022-23 academic year, 301 FTCC graduates transferred to UNC System institutions. Also, 290 graduates decided to continue their education at FTCC by enrolling in another program (*FTCC Job Placement Report, 2023; National Student Clearinghouse, 2023*).
 - The majority of FTCC graduates who transfer attend public, four-year institutions throughout the United States. Seven of the top ten university transfer destinations chosen by FTCC graduates over the past four years were within the UNC system (*FTCC Job Placement Reports, 2013-23; National Center for Education Statistics, 2013-23; National Student Clearinghouse, 2013-23*).

- Studies show that transferring from a community college to a 4-year institution has potential positive benefits, although this is highly debated within higher education. Further, some adverse outcomes are associated with transferring to different postsecondary institutions, including dropout, credit loss, and a decline in GPA (*Research in Higher Education*, 2023).

4.8 Maintaining the Currency of Faculty and Staff Development

- There remains an increasing emphasis related to professional development in technical skills, soft skills, safety and security measures, computer cybersecurity processes and procedures, and changing federal regulations associated with technological compliance requirements (*Education and Information Technologies*, 2023).
 - FTCC has increased the number and quality of professional development offerings during the 2022-23 academic year, providing training in each of these areas, and other professional development designed to assist faculty with teaching for student success.
 - Professional Development includes monthly training for faculty, staff, and administration related to cybersecurity safeguards.
- A strong protocol for faculty development has the potential to fundamentally shift the culture of an institution. Faculty and staff should be engaged in the selection of their professional development activities and that cater to their needs (*Teaching in Higher Education*, 2023; *Research and Planning in Higher Education*, 2023).
 - The College created the Center for Faculty Development (CFD) to facilitate more consistent and intentional efforts to improve teaching and learning.
 - The CFD supports personal and professional development training and support grounded in evidence-based practices through active collaboration with faculty and staff promoting academic success. Several programs are being offered through the CFD including credential badging through the Association of College and University Educators (ACUE) Professional Development program, redesigning the onboarding process for faculty, and other training opportunities.

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5 TECHNOLOGICAL TRENDS AND PLANNING ASSUMPTIONS

Analysis Summary

- Continuously evolving technological demands that require digital fluency in the 21st century workplace.
- Future technologies that are intended to meet the needs of college students include:
 - adaptive learning
 - artificial intelligence and machine learning
 - augmented reality and virtual reality
 - learning management systems
 - gamification
- Expanded course offerings that lead to micro-credentials.
- Emphasis on offering additional modalities of instruction, such as HyFlex, that offers students different venues in which to learn.
- Higher education technologies among academic and non-academic departments are shifting towards institution-wide, flexible, nimble, and reusable models including:
 - institutional performance data analytics and review
 - affordable online learning with skills-based content
 - modernizing student records with digitized transcripts and credentials
 - assessment automation
 - financial intelligence

5.1 Community College Classroom Technology Trend Analysis

- EDUCAUSE has identified the following top 10 information technology (IT) issues to help describe the foundation models that colleges and universities will need to respond in the next few years. EDUCAUSE acted on what was learned during the COVID pandemic and framed these issues around leadership, data, and work-based learning (*EDUCAUSE*, 2023).
 - The top 10 information technology (IT) issues include:
 - Ensuring IT leadership is a fully engaged partner in institutional, strategic, and academic planning. By fully partnering in institutional strategic planning, IT leaders can draw more immediate and direct connections between existing and emerging institutional priorities and technology planning and operations. They can ensure IT goals and work plans are aligned with institutional goals.
 - Embedding privacy and cybersecurity education and awareness in the curriculum and the workplace. The institution's information approach must shift from "the more information the better because you never know when it might be useful" to data minimization, identifying key performance indicators and data that clearly helps to serve students.
 - Creating a workplace that allows for and supports movement vertically and horizontally to accommodate shifts in personal and professional goals and foster a healthier work/life balance for employees. Institutional leaders should consider increasing

opportunities for professional development, conference attendance, and networking more broadly.

- Using technology, data insight, and agility to create a seamless and enriching student experience. Institutions must expand beyond basic degrees to supporting lifelong learning to meet rapidly changing employment needs.
 - Leading with humility and candor to engage, empower, and retain the IT workforce. This requires a much higher level of communication between employees and managers and more time spent by managers setting well-defined goals and regularly assessing performance.
 - Focusing data and analytics toward identifying academic programs that align well with high demand occupations and provide good return on investment (ROI) to students, the economy, and society. Data is needed to help recruiters decide which prospective applicants to target, and when and where to actively engage potential applicants.
 - Converting data analytics into action plans to enhance institutional performance, operational efficiency, and student success. The focus of data analytics needs to change from a historical approach (using data to understand what has happened) to a future-oriented approach (using data to project where we are heading) to guide institutional strategy, as leaders decide on the major initiatives to undertake during the next five to ten years.
 - Updating IT services to support remote/hybrid work. Managers and staff need to learn new skills to manage and work productively in remote or hybrid settings.
 - Developing a learning-first, technology-enabled, lifelong learning culture. Classrooms need infrastructure and layouts that accommodate various learning modalities and technology tools.
 - Managing cost, risk, and the value of investments in new enterprise resource planning (ERP) solutions and empower staff to improve policies and processes enabling them to support technology.
- There is an increasing need to move from task-specific and siloed work, and static-related strategy and infrastructure towards institution-wide, flexible, nimble, and reusable models for operating in a changing higher education environment thereby achieving institutional missions. Outsourcing technologies and integrating data to achieve benefits of scale for FTCC may save funding, provided adequate consideration is taken to safeguard privacy and remain vigilant in cybersecurity.
 - Five additional educational trends while monitoring the environment, within the coming year include, but are not limited to, the following: (*Campus Technology*, 2023).
 - **Data Analytics: Institutional Performance and Competitive Advantage:** Data analytics serves as the foundation for many improvement initiatives. Those initiatives need stable, reliable, and accessible data across the institution. This requires investment in technologies related to data analytics. Settling for a patchwork of systems and metrics is becoming a liability for institutions, especially when taking into consideration the growing complexity of higher education's business concerns and the growing expectation from key stakeholders to support improvement decisions with reliable data.
 - **Online Learning: Affordability, Access, and Skills-Based Learning:** College students increasingly expect schools to offer some online and/or hybrid learning course options, in addition to having access to online counseling and other social, or student support activities. With the popularity of more affordable and less time-intensive micro-credentials available

online, FTCC will consider a mixed offering that supports students but also demonstrates value to employers for skills-based learning.

- **Comprehensive Learner Record (CLR): Modernizing Credentials:** In line with the above, institutions are transitioning to digitized and expanded transcripts to better demonstrate the ROI of degrees. The next stage is going beyond the traditional course and grade transcript to provide a more useful form of digital credentials that centers around skills-based learning and achievements that align to business and industry employment requirements. Forward-looking institutions, including FTCC, are experimenting with comprehensive learner records to highlight the breadth and depth of a student's experience in curricular and co-curricular activities.
- **Assessment Automation: Improving Student Learning Outcomes:** More rigorous approaches to assessment are needed and routinely changing to support compliance requirements; but, can also be used more strategically across the institution for continuous improvement. Automation of assessment to produce visual representations of outcome data shortens cycles between assessment and student success improvement. For example, instead of pulling data once per year, or once per semester, it allows for frequently updated real-time access so faculty and administrators can react more quickly and more expeditiously to make improvements in the classroom and intervene quickly before students experience additional complications. This also allows time for faculty to reflect on data visuals versus spending valuable time formatting raw data into a useable form.
- **Financial Intelligence: Innovative upgrades are needed in the Finance Department supporting many organizations today:** Delivering reliable, relevant financial data for decision-making is the Chief Financial Officer's (CFO) obligation to the college's governing board and other key stakeholders. Accreditors are also watching more closely, making accreditation standards for financial accountability more stringent. Therefore, CFOs and business officers must have access to the appropriate digital tools and processes that can provide evidence of their sustainable budgeting and ROI (returning on investment) practices. FTCC's Business and Finance division provides professional development training, held at the department level, on sustainable budgeting and ROI practices to ensure all faculty and staff understand the College's obligation to operate within its budget constraints and requirements

5.2 Students and Technology

5.2.1 HyFlex Learning Approach

- According to NCCCS, a HyFlex course (hybrid-flexible) is delivered in two different delivery methods, allowing more flexibility for students to choose how they wish to participate in the course. Students can choose to attend the class using the face-to-face option, or they can participate online at the same time as the face-to-face class meets via web conferencing (synchronously). The instructor will teach each class from the classroom to increase faculty-to-student and student interaction. Students may choose to attend the regularly scheduled class in person or participate through the online synchronous option on a session-by-session basis.
- The HyFlex modality has been recognized to support students with different learning styles. For some students, classroom instruction is the preferred learning method; for other students, online coursework is the preference. Some students prefer a combination of both instructional delivery methods, resulting in HyFlex courses (*Journal of Educational Technology Systems*, 2023).
 - Recognizing that students may prefer a unique learning experience, FTCC is evaluating the delivery of all three instructional delivery methods. While the face-to-face and online approaches have been a fundamental part of FTCC's historical educational process,

the third approach, HyFlex, has become available for students with classrooms specifically designed for this type of technology enhanced instruction.

5.2.2 Future Technological Trends

- According to *Campus Technology* (2023) and *Hurix Digital* (2023), there are five technologies higher education should adopt to meet the future needs of the educational consumer, which include the following:

Adaptive Learning

- Adaptive learning technology is designed to adjust the content and pace of instruction to match the needs of individual students. This technology in higher education uses data on student performance to identify areas where students need additional support and provide them with targeted instruction. One of the main benefits of adaptive learning technology is that it can improve student outcomes by providing targeted instruction based on the needs of the student. By identifying areas where students need additional support, adaptive learning systems can provide effective, efficient, and targeted instruction tailored to their specific individual needs.

Artificial Intelligence (AI) and Machine Learning

- AI can provide a conversational interface with students, helping to answer common questions, such as “When is the first day of school?” or “How do I enroll in classes this semester?” By building automated responses into telephone systems, websites, virtual assistants, and other channels, AI can assist institutions and save time for prospective and current students while trimming costs. AI shows real promise in answering student service-related questions that are repetitive over time.

Augmented Reality (AR) and Virtual Reality (VR)

- From an admissions standpoint, AR and VR let institutions provide personalized virtual campus tours, complete with a video representation of administrators welcoming prospective or incoming students to the College and taking them on an orientation to the department and key facilities associated with to their program of study. The College’s Marketing and Public Relations office expanded the use of virtual campus tours and modern video representations highlighting the College, programs, students, faculty, and staff. Recently, a web-based campus maps system was launched to assist students in locating not only buildings but also specific room locations within the buildings.

Learning Management Systems

- Learning Management Systems (LMS) are web-based platforms that provide a central location for students to access course materials, assignments, and other resources. These systems can also track student progress, provide feedback, and facilitate communication between students and instructors. One of the main benefits of LMS technology is that it can provide students with easy access to course materials and resources, which can greatly enhance their learning experience. In addition, by providing students with a centralized location to access course materials, assignments, and other resources, LMS technology can help to increase student engagement and improve student outcomes. The College has used Blackboard® as its LMS for credit and some non-credit instruction for over 20 years.

Gamification

- Gamification incorporates game elements, such as points, badges, and leaderboards, into non-game contexts. For example, gamification can motivate and engage students in higher education, making learning more interactive and fun. By using game elements, educators can create a more engaging learning environment that encourages students to take an active role in their own desired outcomes from education.
- One of the main benefits of gamification in education is that it can increase student engagement and self-motivation. By incorporating game elements into the learning process, educators can make learning more interactive and fun, which can help keep students motivated and engaged throughout the learning process. This can lead to improved student outcomes, as students are more likely to retain information when they are both engaged and motivated.
- Another benefit of gamification in education is that it can be used to create personalized learning experiences. By using game elements, educators can create customized learning paths that allow students to progress at their own pace. This can help increase student engagement and improve student outcomes by ensuring students can spend the time needed to acquire the learning objectives of a course.

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6 SOCIETAL TRENDS AND PLANNING ASSUMPTIONS

Analysis Summary

- Projected changes to Cumberland County demographics covering the period 2023-2028 will impact future FTCC recruiting efforts.
- Increased enrollment of students with disabilities, and other special needs, will require additional financial support, additional support staff, and expanded professional development training to meet the evolving disability accommodations mandated for students, faculty, and staff.
- The number of students living in the state with disabilities increased by 13 percent since 2002.
- Increased enrollment from a more diverse student population is anticipated.
- Continued student, faculty, and staff training related to potential active shooter situations and prevention of other potentially violent attacks on campus will remain a priority.
- Cumberland County trend data projects higher concentrations of non-majority demographics, as compared to all other NC counties. The demographic groups projected to have growth and possible declines within Cumberland County are reflected in Table 7.

6.1 Table 7: Cumberland County Resident Ethnicity Projections (2023 - 2028)

Demographic*	2023 Population	2028 Population	% Change	Change
Black, Non-Hispanic	128,234	132,749	4%	4,515
White, Hispanic	31,437	33,734	7%	2,297
Two or More Races, Non-Hispanic	14,665	16,310	11%	1,645
Black, Hispanic	7,241	7,944	10%	703
Two or More Races, Hispanic	3,348	3,882	16%	534
American Indian or Alaskan Native, Hispanic	1,700	2,155	27%	455
American Indian or Alaskan Native, Non-Hispanic	4,984	5,155	3%	171
Asian, Hispanic	513	658	28%	145
Native Hawaiian or Pacific Islander, Non-Hispanic	1,199	1,317	10%	118
Native Hawaiian or Pacific Islander, Hispanic	306	348	14%	42
Asian, Non-Hispanic	8,790	8,655	(2%)	(136)
White, Non-Hispanic	135,212	128,515	(5%)	(6,697)
Total	337,629	341,421	1%	3,792

Source: Lightcast® (4th Quarter, 2023): Demographic Report

*Demographic categories are pre-selected by the National Center of Education Statistics (NCES), not FTCC.

- The U.S. workforce is getting older, and employees continue to consider retirement and other major life changes later than previous generational groups. In the U.S., 10,000 baby boomers turn 65 daily, a trend that began in 2011 and is expected to continue through 2030. Many workers are not retiring because of the benefits of working, prolonged health, and longer life spans. By upgrading skills to advance and thereby postponing retirement, they stabilize finances that support their needs in retirement (*Ageing International*, 2023; *Journal of Economics and Ageing*, 2023).

- FTCC and other community colleges continue to monitor challenges with the retention and recruitment of employees as the baby boomers leave the workforce in the next decade.
- While the College competes to recruit the best talent, salary expectations remain extremely important among applicants and flexible work scheduling is also becoming a factor.
- A nationally representative sampling of more than 1,000 Millennials and GenZ's determined they:
 - Are not afraid to leave their jobs: 56 percent are thinking about quitting.
 - Are looking for childcare solutions: 23 percent of parents of children under age six want on-site childcare if they do not already have it.
 - Recognize that care needs expand beyond children: 62 percent have a caregiving responsibility for at least one person, with 27 percent caring for a person who is elderly or disabled. (Survey conducted by *Bright Horizons Workforce Consulting*, 2023).
 - The survey results mentioned above will increase the difficulty of maintaining a skilled workforce in the next 5+ years as the baby boomers continue to depart the workforce.
- As older employees begin to age out, employers must find new ways to hire and maintain younger employees at a higher retention rate because many of the younger workers do not reflect the same longevity beliefs or traits demonstrated by the exiting baby-boomer population (*Journal of Organizational Effectiveness; People and Performance*, 2023).
 - This assumption is difficult to overcome; however, FTCC implemented onboarding efforts to fully engage new hires quickly as a means of enhancing their job performance and supporting student success. The scope of onboarding and a new employee orientation process is designed to instill an internal desire to support the mission of the College and increase retention of professional faculty, staff, and administrators who make significant differences in students' lives, careers, and goals. This also enhances a feeling of collectiveness across the organization.
- The National Center of Education (NCES) recently reported that 5.8 million students attended a two-year institution during the Fall of 2020. Research also shows that the total enrollment in degree-granting, and postsecondary institutions by attendance status, sex, and age are projected to increase in 2020 through 2029 (*Research in Higher Education*, 2022).
 - The number of Black, American Indian/Alaska Native, two or more races, and Asian populations are projected to increase in Cumberland County over the next five years. The College has continued to expand hope, unity, and belonging initiatives among its students, faculty, and staff.
 - FTCC works closely with regional employers to ensure programs of study align with the evolving job skills required for the 21st-century workplace. Short-term retraining programs are available for students to gain new skills or credentials for employment or career advancement.

- Age projections for Cumberland County residents indicate the most growth potential, over the next five years, occurring within ages 35-39 followed by 15-19. There are strong indications of more residents in the 45 to 49 age group, with a decline in the 25- to 29-year-old category. Table 8, below, provides all age groups **ranked in descending order based upon the last column on the right side of the chart.**

6.2 Table 8: Cumberland County Resident Age Projections (2023 – 2028)

Age Cohort	2023 Population	2028 Population	% Change	Number Change
35 to 39 years	22,589	24,883	10%	2,294
15 to 19 years	22,974	25,046	9%	2,072
45 to 49 years	16,435	18,335	12%	1,900
70 to 74 years	11,809	13,170	12%	1,361
75 to 79 years	8,347	9,381	12%	1,034
10 to 14 years	22,851	23,854	4%	1,003
40 to 44 years	19,649	20,517	4%	869
80 to 84 years	5,462	6,293	15%	831
85 years and over	4,689	5,089	9%	400
20 to 24 years	32,919	33,303	1%	384
65 to 69 years	15,023	15,191	1%	168
Under 5 years	24,951	24,799	(1%)	(152)
5 to 9 years	23,817	23,151	(3%)	(667)
55 to 59 years	16,673	15,582	(7%)	(1,091)
50 to 54 years	16,510	15,345	(7%)	(1,166)
25 to 29 years	29,385	28,192	(4%)	(1,193)
60 to 64 years	16,991	15,147	(11%)	(1,843)
30 to 34 years	26,555	24,143	(9%)	(2,412)
Total	337,629	341,421	1%	3,792

Source: Lightcast® (4th Quarter, 2023): Demographic Report, rank-ordered descending by number change.

- Based on Table 8 data, the College should continue to prepare and design programs of study to meet the needs of younger students while also sustaining programs of study for older adult learners. The College is also preparing for increases in the 15 to 19-year-old category as they attend FTCC while still in high school and/or after they graduate from high school and move into higher education. FTCC age demographics align with national trends associated with the different generations currently in pursuit of either more education or actively seeking employment.

6.3 Students with Disabilities

- There is an estimated 1.3 billion people experiencing disabilities worldwide. Due to disabilities, there are a few factors contributing to health inequities: structural and cultural factors, social determinants of health, comorbid risk factors, and barriers in the healthcare systems as community colleges continue to serve students with disabilities. (*World Health Organization, 2023*).
 - 1 in 4 adults in the U.S. have some type of disability with some having multiple disabilities. Research indicates the following:
 - 12.1 percent of U.S. adults have a mobility disability with serious difficulty walking or climbing stairs.
 - 12.8 percent of U.S. adults have a cognition disability with serious difficulty concentrating, remembering, or making decisions.
 - 7.2 percent of U.S. adults have an independent living disability with difficulty doing errands alone.
 - 6.1 percent of U.S. adults are deaf or have serious difficulty hearing.
 - 4.8 percent of U.S. adults have a vision disability with blindness or serious difficulty seeing even when wearing glasses.
 - 3.6 percent of U.S. adults have a self-care disability with difficulty dressing or bathing” (*Centers for Disease Control and Prevention, 2023*).
 - During the previous 22 years, North Carolina saw a 13% increase in the population of students with disabilities (*Pew Research Center, 2023*)
 - Twenty-one percent of students enrolled nationally at colleges and universities are classified as disabled. During the last 25 years, the number of disabled students enrolled in higher education has tripled. The College has a strong interactive accommodation process for students, faculty and staff (*National Center of Education Statistics, 2023*).
 - Assistive Technology has positive psychosocial impacts in the areas of competence, adaptability, and self-esteem (*Disability and Rehabilitation: Assistive Technology, 2023*)
 - The use of digital technology within STEM has fostered positive learning outcomes among students with disabilities (*Education and Information Technologies, 2023*).
- The labor force participation rate (23.1 percent) and the employment–population ratio (21.3 percent) for people with disabilities increased across the United States. Both measures are at their highest points, respectively, since measurement began in 2008. Public and private employment sectors have incorporated strategies to create more inclusiveness for underrepresented populations and FTCC has similar strategies for these students to succeed in their studies and later employment (*U.S. Bureau of Labor Statistics, 2023*).
 - The Federal Aviation Administration (FAA) is actively recruiting workers with disabilities, such as severe intellectual disabilities or psychiatric problems. This hiring initiative is based on diversity, equity, and inclusion as an integral component to achieving the FAA's mission of ensuring safe and efficient travel across our nation and beyond (*CNN, 2023*).
 - Increasing advances in technology, such as hardware, software, and peripherals, are game changers for people with disabilities in the workforce.

- Technology builders are creating products with people in mind who have disabilities, and their symptoms are at the center of innovation and technology design (*Forbes*, 2023).
- FTCC regularly makes reasonable accommodations to assist employees and students across the institution. For example, the following services have been provided:
 - Standing desks have been provided to a large number of employees who suffer from back problems
 - Course materials align with assistive reading software capabilities
 - Medical doctor referrals for family medical leave and/or worker's compensation consideration.
- FTCC's Disability Support Services Office provides the following disability services and accommodations via:
 - Web accessibility and ADA compliance in all electronic media
 - Artificial assessment and algorithmic tools
 - Counseling services, including an on-site NC Licensed Clinical Mental Health Counselor who serves as the Director of Disability Support Services.
 - An Institutional Behavioral Assessment Team (IBAT) has been created to provide cross-functional, multidisciplinary points of contact for members of the college community who have encountered behavior perceived as unusual, threatening, or dangerous as reflected below:
 - IBAT determines if there have been additional warning signs or reasons for concern (such as code violations or classroom incidents), classifies the level of the threat, and develops a plan of action, including but not limited to: referrals to appropriate campus offices, off-campus agencies, interim measures, and other accommodations, including referral to agencies such as the Employee and Student Assistance Program under contract to provide help not only for the employees/students but also for their family members.
 - Faculty and staff are provided mental health awareness and other professional development training annually (2019-present).
- FTCC has integrated assistive technology for our disabled students and provides services through the following:
 - Dragon® Software
 - JAWS® screen reader software
 - Speech-to-text apps using cell phones
 - iPads
 - Voice recognition software, including chatbots and voice-activated apps
- FTCC serves a growing number of students who have been diagnosed with an autism disorder, attention-deficit/hyperactivity disorder, post-traumatic stress disorder (PTSD), depression, and other medically-diagnosed disabilities as discussed below (*Frontiers*, 2023; *National Center of Education Statistics*, 2023).

- The CDC (Centers for Disease Control) reveals that autism affects 1 in 36 U.S. children, and the number is growing due to an increase in societal awareness and disability inclusion (*Autism Science Foundation, 2023*). Once diagnosed, students can feel empowered by the information, therapy, and self-awareness associated with its treatment. FTCC uses medical documentation during interactive process sessions to provide timely and reasonable accommodations.
- An estimated 53 percent of college students experienced, or will experience, depression and/or anxiety at some point (*Journal of American College Health, 2023*).
- Post-Traumatic Stress Disorder (PTSD) associated with past traumatic events is often aligned with exposure to one or more of the following: combat, natural disaster, and/or sudden loss of loved one(s) (*Frontiers, 2023*).
- The suicide rate among active duty service members and veterans, many of whom take classes at the college, increased since 2021 and the Department of Defense and Veteran's Administration acknowledge more help is needed (*Centers for Disease Control, 2023; Military News, 2023; USO, 2023*). FTCC has a large number of active-duty, veterans, and military-related students.
 - An average of 17 veterans have committed suicide daily since 2021 (*American Addictions Centers, 2023; USA Today, 2023*).
 - FTCC provides accommodations and services to many active-duty, veterans, and military-related students.

6.4 School Violence

- During the 2022-2023 academic year, the nation witnessed a pivotal shift in the nature and frequency of violence on school campuses. This trend is continuing at colleges and universities across the country. A significant shift in the types of violent incidents occurring in schools has been noted in recent years. 63.8 percent of all violent incidents were false reports of an active shooter, commonly known as "swatting." In addition to the prevalence of swatting, gun-related violence continued to adversely impact schools (*Educator's School Safety Network, 2023*).
 - There were 55 shootings on school campuses, accounting for 7.9% of all violent incidents, which marked a 139 percent increase from the 2018-2019 school year. There were 38 school shootings resulting in injuries or deaths—a decrease from the 51 school shootings that occurred in 2022. These statistics highlight the ongoing challenges and evolving nature of school violence, emphasizing the importance of effective school safety policies and practices (*Education Week, 2023*).
 - As of 2020, all FTCC employees are required to annually complete active shooter and emergency management professional development training as a condition of continued employment. Employees must also complete professional development training associated with Title IX compliance on a three-year renewal cycle to fully understand their responsibilities as reporters of potential violations of the law. New employees are provided both of the above professional development training sessions during their first 90 days of employment.
 - It is important to note that school shootings have a negative, lasting impact upon survivors that may lead to suicide, alcohol and drug abuse among the survivors. (*School Violence and Primary Prevention, 2023*).
 - FTCC remains fortunate to have not, thus far, experienced school violence.

- In addition to school violence rising, there have been increases in sexual assaults being reported (*Inside Higher Ed.*, 2023). Campus sexual assault makes up the greatest proportion (43 percent) of total on-campus crimes in the United States, resulting in approximately eight forcible sex offenses per 10,000 students (*American Psychological Association*, 2023).
 - FTCC has expanded professional development training related to emergency management and prevention of sexual harassment/violence.
 - Training includes Title IX compliance processes and procedures to prepare for possible future reports.
 - The College historically retains a low number of reported Title IX incidents and when reported they are aggressively investigated while protecting the rights of both parties to the incident.
- According to *Violence Against Women* (2023), young adults, between the ages of 18-34, are at the highest risk and represent 54 percent of sexual assault cases. One out of every six women falls victim to completed or attempted sexual assault within their lifetime.
 - Sexual assaults that are underreported may involve a victim-perpetrator relationship or failure to follow reporting policies and procedures. FTCC continues to make faculty, staff, and students aware of policies, their individual rights, and where they may find help to address concerns of sexual assault and other violations of Title IX.
 - FTCC maintains a strong professional development program related to the prevention of sexual harassment and/or other Title IX violations.

6.5 Mental Health

- The COVID-19 pandemic exacerbated the mental health crisis among youth and young adults (*Rand Health Quarterly*, 2023).
- According to a recent Healthy Minds survey, encompassing responses from 96,000 students across 133 U.S. campuses, indicates an unprecedented rise in mental health issues among college students (*Inside Higher Ed*, 2023).
 - The survey reveals that 44 percent of participants experience symptoms of depression and 37 percent are dealing with anxiety.
 - Fifteen percent have seriously contemplated suicide—the highest percentage observed in the survey's 15-year timeline.
 - Also, the survey indicates an increase in students seeking mental health support. Thirty-seven percent of those surveyed reported that they had sought mental health counseling in the previous year, reflecting a seven percent increase from 2020 (*Inside Higher Ed*, 2023).
- Community colleges serve more than seven million students each year, making them the main entry point for 40 percent of students seeking a postsecondary degree in the United States. However, community colleges struggle to meet students' mental health needs because of limited resources (*Institute of Education Sciences' College Completion Network*, 2023; *Rand Health Quarterly*, 2023).
 - Limited resources and financial constraints are the biggest internal obstacles for helping students with mental health issues.

- However, colleges such as FTCC offer multiple levels of mental health supports to address the mental health needs of students by integrating these supports into the broader college environment.
- FTCC recently started the Wellness Counseling Department whose mission is to guide and empower individuals on their path to personal and professional success.

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7 CONCLUSION

- Colleges, including FTCC, must continue to emphasize academic and non-academic support resources designed to facilitate student success for our diverse college community.
- FTCC continues to meet the educational needs of currently enrolled students and remains vigilant in monitoring changing trends and projections to get ahead of student needs before services are requested. This includes the development of pathways to success using a multitude of instructional modalities and educational opportunities, including short-term credentials, certificates, diplomas, associate degrees, and assistance to students desiring to transfer to 4-year colleges and universities. In addition, the following is offered to keep students enrolled and true to their educational and career goals:
 - FTCC has expanded its short-term course offerings to include micro-credentials that align with the 21st-century workforce skills demand and stack to curriculum credits.
 - Embedded within a number of College degree programs are industry-recognized certifications.
 - In direct support of businesses, the College continues to provide increased training in the area of life skills to supplement technical and professional training.
 - The College has expanded its technological capabilities to include real-time monitoring of student achievement, enrollment, and early alert interventions for struggling students.
- Programs of study will continue to be added based on current and projected job market analysis and local demands for both short-term training, credentials, and longer-term degree completion needs within the Fayetteville Metropolitan Service Area.
- The College fully supports active-duty, veterans, and their family members residing in locations across the globe.
- Students of all capabilities continue to be professionally served by highly trained, skilled, and talented faculty and staff.
- FTCC remains diligent with enforcement of evolving federal, state, and local laws, rules, regulations, and policies, to reduce the potential for future litigation.
- FTCC is now beginning to experience increased enrollment and FTE trends, both of which declined during the COVID-19 pandemic.
- Ongoing economic inflation continues to challenge our college community. As a result, FTCC has expanded upon the following support resources:
 - Sustainment of an on-campus success closet filled with professional and semi-professional attire provided to those in need free.
 - A food pantry that stocks non-perishable goods, baby products, personal hygiene, household items, and grocery store gift cards provided to those with food shortages.
 - Mental health interventions in partnership with Cape Fear Valley Health System for students, faculty, staff, and administration.
 - Addition of the FTCC Wellness Counseling Department whose mission is to guide and empower individuals on their path to professional growth and personal success.
 - Additional financial resources for students are available through the FTCC Foundation.

- The College continues to monitor financial revenues and expenditures to ensure that the institution remains a good steward of taxpayer funds.
- It is said that the past can be a predictor of what to expect in the future. The College continues to use economic impact studies, last completed in 2021, that reported the following:
 - FTCC's day-to-day operations spending added \$75.6 million in income to Cumberland County (*Lightcast® Economic Impact Study, 2021*).
 - The College's construction spending had a substantial impact on the local county economy, equal to \$866.2 thousand in added income (*Lightcast® Economic Impact Study, 2021*).
 - The average associate degree graduate from FTCC will see an increase in earnings of \$9,000 each year compared to a person with a high school diploma or equivalent working in North Carolina, which equates to a 25.8 percent average annual return on investment for FTCC students. For each \$1 invested in education, students receive \$5 in return (*Lightcast® Economic Impact Study, 2021*).
 - For every dollar of public money invested in FTCC, local taxpayers will receive \$2.70 in return, over the course of students' working lives (*Lightcast® Economic Impact Study, 2021*).
 - For every dollar invested in FTCC education, people in North Carolina will receive \$9.60 in return for as long as students remain active in the workforce (*Lightcast® Economic Impact Study, 2021*).
 - FTCC contributes \$464 million to the economic base of Cumberland County annually (*Lightcast® Economic Impact Study, 2021*).
 - One-in-seven jobs in Cumberland County are supported by FTCC (*Lightcast® Economic Impact Study, 2021*).

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8 AFTERWORD

The College initiated a comprehensive periodical environmental review to develop these planning assumptions based on the professional resources cited with each assumption. We included information from national, state, and local publications, news articles, websites, journals, data dashboards, and other peer-reviewed resources.

These planning assumptions are a point-in-time assessment used to facilitate the next FTCC Strategic Plan covering the period of 2024-2029.

In the spirit of continuous improvement, faculty and staff are encouraged to share information they may read over the coming year that could impact their areas of responsibility for the next update of this document for the years 2025-2030.

If you have suggestions for improvements or changes to the strategic planning assumptions based on new data, please share them with one of the following individuals or groups:

- Immediate supervisor and supervisory chain, or
- A member of the Faculty Council, or
- A member of the Staff Council, or
- A member of the Planning Council, or
- A member of the President's Executive Council, or
- Dean of Institutional Effectiveness, or
- Vice President for Human Resources and Institutional Effectiveness.

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A: NCCCS Mission Statement

“The mission of the North Carolina Community College System is to open the door to high-quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, 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 and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.”

The mission statement derives from the statutory mission. The State Board of Community Colleges defines the working mission statement as part of its responsibility to focus system resources on North Carolina's current and future educational, economic, and societal needs. Within the requirements of NC General Statute 115D, the working mission is dynamic, changing as needed, to reflect changing priorities.

Adopted: September 2006; Last modified: August 1, 2020

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B: FTCC Mission Statement

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

*Approved by the FTCC Board of Trustees February 16, 2009; Modified: September 16, 2019;
Last Reaffirmed: February 19, 2024*

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C: FTCC 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 the economic development needs for the community, region, and state. To improve the educational attainment levels of society, FTCC encourages life-long learning and strives to prepare students for further workforce and educational experiences.

FTCC assesses 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 of study appropriate to his/her abilities, interests, and goals. The College partners with the public-school system through High School Connections and other programs. Further, articulation agreements with four-year colleges and universities support the educational continuum from high school through the baccalaureate degree and beyond.

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 become productive contributors to society. Continuing Education programs are designed to meet specific needs in basic educational competencies, high school completion, upskilling in a variety of occupations, and other avocational or practical skills required to meet employment requirements in a rapidly changing and technologically advanced economy.

Adopted: April 27, 1992; Approved: FTCC Board of Trustees, February 16, 2009; Modified: September 18, 2023; Last Reaffirmed: February 19, 2024.

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:

<https://www2.faytechcc.edu/HandbooksManuals/FTCCAdministrativeProceduresManual.pdf>

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D: FTCC Planning Unit Purpose Statements

Business and Finance - To provide professional and courteous Business and Finance 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.

Corporate & 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 the College and Career Readiness (CCR) Program, job and career training, fire/rescue/law enforcement training, avocational pursuits, and community service.

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.

Human Resources and Institutional Effectiveness - To provide human resource and institutional effectiveness/assessment services that include, but are not limited to: One - employee classification, compensation, affirmative action, recruitment, selection, succession planning, retention, and professional development designed to continuously improve the College's service and support to students and employees of Fayetteville Technical Community College. Two - Internal and external research, strategic short and long-range planning, and decision-making support services, in the most cost-effective manner, to facilitate the effective and efficient management, teaching, and learning processes of the College.

Legal and Administrative Services - To oversee, organize, and direct the legal and risk management affairs of the College to include laws governing community colleges, employment, affirmative action, insurance, real estate issues, internal auditing of fiscal, inventory, and enrollment systems, and health and safety programs. Will provide highly complex and responsible legal assistance to the College President, the Board of Trustees, and other members of the College community. Will provide professional and courteous services that 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.

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.

FTCC Foundation - To provide supplementary financial and resource support to the College through professional management of resource development initiatives conducted by the FTCC Foundation staff, Grant Coordinator, and the FTCC Foundation Board; to offer grant- seeking and grant-writing assistance to the College's faculty and staff; and provide service to the FTCC Alumni and the FTCC Alumni Coordinator to fully engage their financial support to the College.

Marketing and Public Relations - To provide a comprehensive system with which to reach and inform future and current students, alumni and guests about the College through a detailed marketing strategy and targeted executable plan, in concert with a well-defined public relations actionable initiative for all constituencies, using all applicable media resources; 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.

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.

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E: FTCC Institutional Goals 2024-2029

- Increase the number of students earning degrees, diplomas, and/or certificates by responding to student and community needs and successfully preparing students for transfer to continue their education and/or their career goals.
- Establish a culture of quality customer service and continuous improvement.
- Ensure fiscal responsibility, accountability and financial stability.
- Focus on improving the economic mobility of citizens in Cumberland County, and the region, through workforce preparedness that aligns with business needs supporting economic development initiatives.

*Originally adopted by the FTCC Board of Trustees, September 16, 2013; Modified: September 16, 2019;
Last Reaffirmed: February 19, 2024*

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F: NCCCS Performance Measures for Student Success

Updated July 2023 (for AY 2021-2022)

NCCCS Performance Measures, Definitions, and Standards (2023)

- **Basic Skills Student Progress:** Index score based on the percentage of Periods of Participation (PoP) with at least one Measurable Skill Gain (MSG). FTCC scored greater than or equal to Baseline but less than Average Band Minimum.

FTCC: 0.867 (NCCCS Baseline Index Average 0.527/NCCCS Excellence Level: 1.241).

- **Student Success Rate in College-Level English Courses:** Index score based on the percentage of first-time associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years of their first fall term of enrollment. FTCC scored greater than or equal to Average Band Minimum but less than Average Band Maximum.

FTCC: 0.951 (NCCCS Baseline Index Average: 0.723/System Excellence Level: 1.144).

- **Student Success Rate in College-Level Math Courses:** Index score based on the percentage of first-time fall associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first term of enrollment. FTCC scored greater than or equal to Baseline but less than Average Band Minimum.

FTCC: 0.729 (NCCCS Baseline Index Average: 0.626/System Excellence Level: 1.194).

- **First Year Progression:** Index score based on the percentage of first-time fall credential-seeking students who graduated prior to or enrolled in postsecondary education during the subsequent fall term. FTCC scored greater than or equal to Baseline but less than Average Band Minimum.

FTCC: 0.945 (NCCCS Baseline Index Average: 0.874/System Excellence Level: 1.067).

- **Curriculum Completion:** Index score based on the percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours. FTCC scored greater than or equal to Average Band Maximum but Below Excellence Level.

FTCC: 1.080 (NCCCS Baseline Index Average: 0.850/System Excellence Level: 1.086).

- **Licensure and Certification Passing Rate:** Index score based on the percentage of first-time test-taker passing licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. FTCC scored greater than or equal to Average Band Maximum but below System Excellence Level.

FTCC: 1.033 (NCCCS Baseline Index Average: 0.806/System Excellence Level: 1.069).

- **College Transfer Performance:** Index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring to a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to. FTCC scored greater than or equal to Average Band Minimum but less than Average Band Maximum.

FTCC: 0.962 (NCCCS Baseline Index Average: 0.871/System Excellence Level: 1.036).

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G: FTCC 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. Budget decision packages are a logical interface between the College's *Strategic Plan* assessment outcomes, 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 year's 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. Blank forms can be accessed on the HR/IE website.

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 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 must be completed for all proposed additional positions 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. 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. Examples of what would be included as exceptional costs are the large increases in printing required in preparation for the SACSCOC visit, or the advertising requirements for a new academic program.

Use of the Forms

Use a few "rules of thumb" for these decision package forms:

- The amounts requested must be shown in the *Strategic Plan* next to the activity, which requires this additional funding.
- Any additional funding requested for next year that exceeds this year's budget must be placed on one of the budget forms. 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. 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 Senior Vice President for Academic and Student Services. Finally, the Senior Vice Presidents meet with the President to finalize the budget for the upcoming year.
- The highest priority should be placed on budget decision items that lead to increased student learning outcomes and directly support the FTCC mission/purpose statement and institutional goals. Fill-in forms associated with requirements in the Planning Guide are available on the HR/IE website. Always refer to the website for the most recent version of the fill-in forms/templates.

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H: FTCC General Education 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 workplace, 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 using the conventions of American Standard English in professional and academic environments.
- 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 digital and information literacy.

Approval by the FTCC Board of Trustees, February 20, 2012, and reaffirmed on March 16, 2020; Modified on May 18, 2020; Last Reaffirmed on February 19, 2024

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