

Fayetteville Technical Community College

INSTITUTIONAL EFFECTIVENESS PLAN 2023-2024



Current Version Originally Published: Fall 2013
Last Revised: September 19, 2024

Proponent: Vice President for Human Resources and Institutional Effectiveness

Available online at:

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

Fayetteville Technical Community College

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**FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE (FTCC)
INSTITUTIONAL EFFECTIVENESS PLAN**

Table of Contents

Introduction	4
Planning Council Members	4
Executive Council Members.....	5
FTCC Mission, Purpose, Goals, Planning, and Evaluation Processes	6
Customized Training and Small Business Center End-of-Year Reports	12
Financial Support from NC General Assembly Compliance	33
Academic and Support Services Metrics	34
Institutional Effectiveness Planning Cycle	36
Conclusion.....	37

Introduction

Under 1B SBCCC (State Board of Community Colleges) 400.2 as authorized by North Carolina General Statute (NCGS) 115D-5 (updated October 1, 2018):

"Each community college shall maintain an ongoing planning process. At a minimum, college plans shall address program and facility needs; shall include the college's mission, goals, and objectives, consistent with the mission of the System and with the State Board's priorities; and shall provide for evaluation of student outcomes." The institutional effectiveness plan of FTCC "creates a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change" (Hoshaw et al., 2021, p. 3). The following document describes the ongoing planning process of FTCC, which supports the College mission and the North Carolina Community College System (NCCCS) mission.

- FTCC and NCCCS Mission Statements
- FTCC Purpose Statement
- FTCC Institutional Goals
- FTCC Planning and Evaluation Process
- Customized Training and Small Business Center End-of-Year Reports
- Public Accountability for College Programs and Services
- Financial Support from NC General Assembly Compliance
- Academic and Support Services Metrics
- Institutional Effectiveness Planning Cycle

Planning Council Members

- Dr. Vincent Castano, Staff – Chairperson
- Dr. Jolee Marsh, Administration - Vice Chairperson
- Ms. LaShonda Turner, Staff - Secretary
- Ms. Kelly Gold, Staff - Assistant Secretary
- Mr. William Conklin, Staff
- Ms. Pamela Gibson, Staff
- Dr. Casey Groover, Staff
- Dr. Tiffany Watts, Administration
- Ms. Tenette Prevatte, Administration

Administrative Resource Person

- Mr. Carl Mitchell, Vice President for Human Resources and Institutional Effectiveness

Executive Council Members

- Dr. Mark Sorrells, President
- Dr. Murtis Worth, Senior Vice President for Academic and Student Services
- Dr. Tiffany Watts, Chief of Staff/Vice President for Strategic Initiatives
- Ms. Debbie Todd, Vice President for Business and Finance
- Mr. Carl Mitchell, Vice President for Human Resources and Institutional Effectiveness (HR/IE)
- Mr. David Sullivan, Vice President for Legal and Administrative Services (Board Attorney)
- Dr. Desandra Washington, Vice President for Academic Support and Diversity, Equity & Inclusion Services
- 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

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FTCC Mission, Purpose, Goals, Planning, and Evaluation Processes

Any substantive changes in the College's purpose, goals, planning, and evaluation processes include the following:

The Board of Trustees annually reaffirm the mission statement, institutional goals, purpose statement, and general education core competencies. Each of these statements are reviewed by the Planning Council, Executive Council, and the President from December to January each year. The President presents these documents to the Board of Trustees for their next semi-annual review. Substantive changes are reported per the guidance in the SACSCOC Substantive Change Policy Statement (<http://www.sacscoc.org/>).

Supporting Documents:

- FTCC and NCCCS Mission Statements
- FTCC Purpose Statement
- FTCC Institutional Goals
- FTCC General Education Core Competencies
- FTCC Planning and Evaluation Process

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FTCC Mission Statement

“Serve as a student-centered institution focused on building a highly-skilled workforce fueling economic growth.”

Approved by the FTCC Board of Trustees: September 16, 2024

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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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 Career and College Promise 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. Corporate & 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.

Approved: FTCC Board of Trustees, February 16, 2009; Modified: February 20, 2023; Reaffirmed: September 16, 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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FTCC Institutional Goals 2024-2029

1. Increase the number of students earning degrees or short-term workforce credentials that align with high demand employment.
2. Maintain a culture of quality customer service and continuous improvement.
3. Ensure fiscal responsibility, accountability, and financial stability.
4. Focus on improving the economic mobility of citizens through workforce preparedness aligned with industry needs.

Originally adopted by the FTCC Board of Trustees: September 16, 2013; Modified: September 16, 2019; Modified: September 16, 2024

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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 lifelong learning and advancement in higher education. Achievement of these core competencies should also serve to enhance the quality of life for students. 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.

Approved: FTCC Board of Trustees, February 20, 2012; Modified on May 18, 2020; Reaffirmed: September 16, 2024.

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Planning and Evaluation Process

(Source: Planning Guide at the following web link):
<https://www.faytechcc.edu/faculty-staff/#manuals>

The Planning Guide outlines the FTCC Strategic Planning Process and contains a process flow chart of monthly events the College is required to complete during its annual planning and evaluation processes. A copy of this process flow chart is included at the end of this document.

The effectiveness of the Planning and Evaluation Process is measured through the following:

- Instructor/Course Evaluations
- Annual Employer Survey
- Annual Job Placement Report
- Annual Graduate Survey
- Annual Support Services Survey
- Internal and external reports
- Planning Council and Executive Council goals and assessments
- Academic and service-support assessment plans maintained in the assessment management system
- SACSCOC compliance statements and reviews are submitted every five years.

Academic and service support areas prepare and submit detailed assessment plans based upon a two-year cycle. These assessment plans are reviewed and analyzed during the first year of the cycle to develop action plans for continuous quality improvement. The second year of the assessment cycle reflects the modifications to the assessment plan based upon analyses of the results and action plans. These plans are housed within the assessment management system.

The College developed a more robust and comprehensive program review process during the 2012-2013 academic year. After program managers complete the review process, they meet with the Chief Academic Officer and analyze program effectiveness and efficiency. Copies are posted in the assessment management system.

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Customized Training and Small Business Center End-of-Year Reports

The Corporate and Continuing Education division assesses the effectiveness of Customized Training and the Small Business Center's support to regional businesses and annually reports their findings to the North Carolina Community College System.

Supporting Documents:

- Customized Training Year-End Summary Report
- Small Business Center Network Annual Report

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Customized Training Annual Report (2022-2023)

BUSINESS AND INDUSTRY BASE ALLOTMENT FISCAL YEAR '22-23

Community College	Company	Eligible Industry Cluster	Activity	Purpose 365 Instructional Expenditures	Number of Trainees	Average Cost per Trainee	Purpose 364 Administrative Expenditure
Fayetteville Tech - 832	Goodyear	Manufacturing	Forklift Train The Trainer - AUG	\$200.00	1	\$200	
	American Phoenix	Manufacturing	Forklift Train The Trainer - AUG	\$400.00	2	\$200	
	Union Corrugating	Manufacturing	Forklift Train The Trainer - AUG	\$400.00	2	\$200	
	MJ Soffe	Manufacturing	First Aid/CPR / BBP - AUG	\$356.78	4	\$89	
	CUBIC	Business Support	First Aid/CPR / BBP - AUG	\$178.39	2	\$89	
	Phoenix Global	Business Support	First Aid/CPR / BBP - AUG	\$178.39	2	\$89	
	Nitta Gelatin	Manufacturing	Fundamentals of Multimeters- SEPT	\$301.25	6	\$50	
	Nitta Gelatin	Manufacturing	Fundamentals of Multimeters- OCT	\$301.25	6	\$50	
	Nitta Gelatin	Manufacturing	Aerial Work Platform (Rg Trainer)	\$26.50	13	\$2	
	Nitta Gelatin	Manufacturing	Aerial Work Platform (Rg Trainer)	\$26.50	12	\$2.21	
	Nitta Gelatin	Manufacturing	Lull Overview (Rg Trainer)	\$47.84	13	\$3.68	
	Nitta Gelatin	Manufacturing	Lull Overview (Rg Trainer)	\$47.84	12	\$3.99	
	Nitta Gelatin	Manufacturing	Confined Space (Rg Trainer)	\$24.09	6	\$4.02	
	Goodyear	Manufacturing	Forklift Train The Trainer - NOV	\$750.00	12	\$62.50	
	DAK Americas	Manufacturing	Forklift Train The Trainer - NOV	\$125.00	2	\$63	
	MJ Soffe	Manufacturing	Forklift Train The Trainer - NOV	\$125.00	2	\$63	
	Nitta Gelatin	Manufacturing	First Aid/CPR / BBP -NOV	\$980.00	8	\$122.50	
	Nitta Gelatin	Manufacturing	Confined Space (24-hour)	\$3,000.00	5	\$600.00	
	CARGILL	Manufacturing	Scaffolding Inspection	\$1,800.00	31	\$58.06	
	Nitta Gelatin	Manufacturing	Yellow Belt	\$1,628.57	3	\$542.86	
	Keeco LLC	Manufacturing	Yellow Belt	\$1,628.57	3	\$542.86	
	DAK Americas	Manufacturing	Yellow Belt	\$542.86	1	\$542.86	
	Keeco LLC	Manufacturing	Dealing with Difficult People	\$135.40	5	\$27.08	
	Nitta Gelatin	Manufacturing	Dealing with Difficult People	\$81.24	3	\$27.08	
	Mann + Hummel	Manufacturing	Dealing with Difficult People	\$54.16	2	\$27.08	
	FAY BLOCK	Manufacturing	Dealing with Difficult People	\$108.32	4	\$27.08	
	Clear Path Rec	Manufacturing	Dealing with Difficult People	\$162.48	6	\$27.08	
	MJ Soffe	Manufacturing	Dealing with Difficult People	\$162.48	6	\$27.08	
	Union Corrugating	Manufacturing	Dealing with Difficult People	\$27.08	1	\$27.08	
	Walmart Dist Center	Distribution	Dealing with Difficult People	\$27.08	1	\$27.08	
	DAK Americas	Manufacturing	Dealing With Difficult People	\$54.16	2	\$27.08	
	Mann + Hummel	Manufacturing	IATF 16949 Internal Auditor	\$3,510.00	11	\$319.09	
	FAY BLOCK	Manufacturing	Basics of Hydraulics	\$3,700.00	5	\$740.00	
Fayetteville Tech - 832		14		\$21,091.22	194		\$40,000.00



ANNUAL REPORT 2022 - 2023

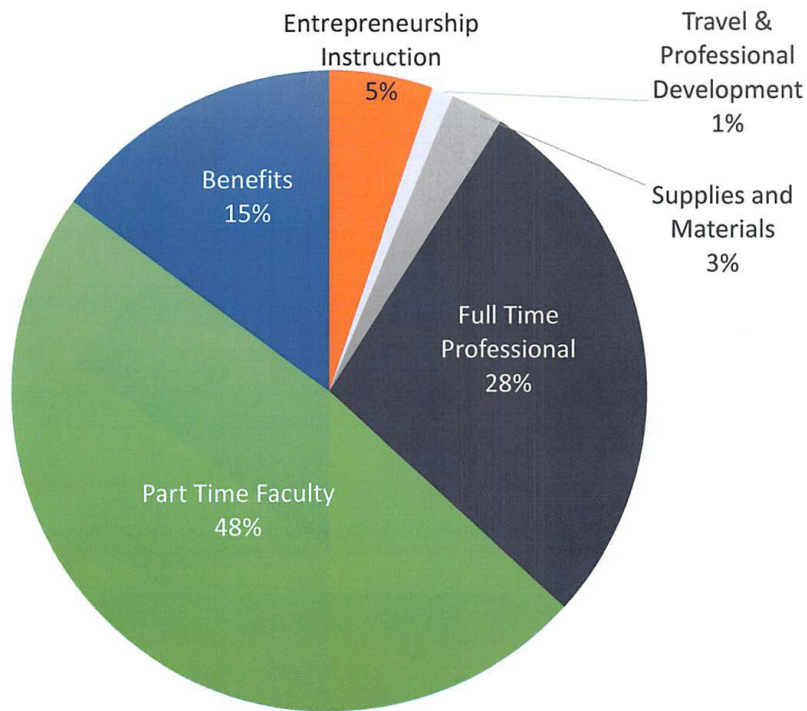
COLLEGE: Fayetteville Technical Community College _____

DIRECTOR: Kent Hill _____

Creating Success in Business

2022-2023 Year in Review

BUDGET



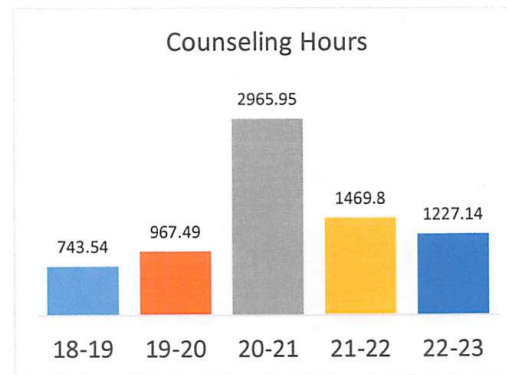
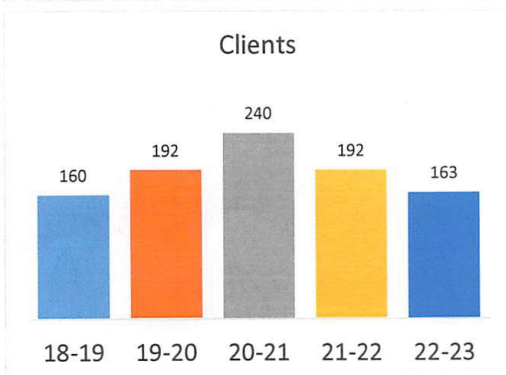
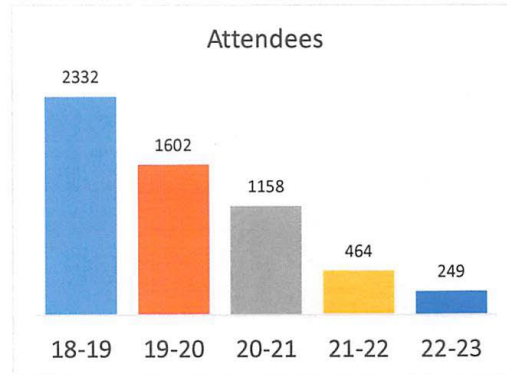
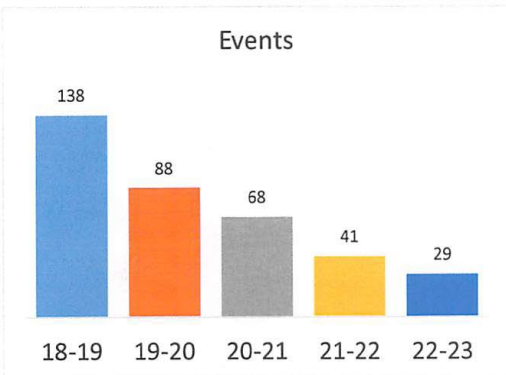
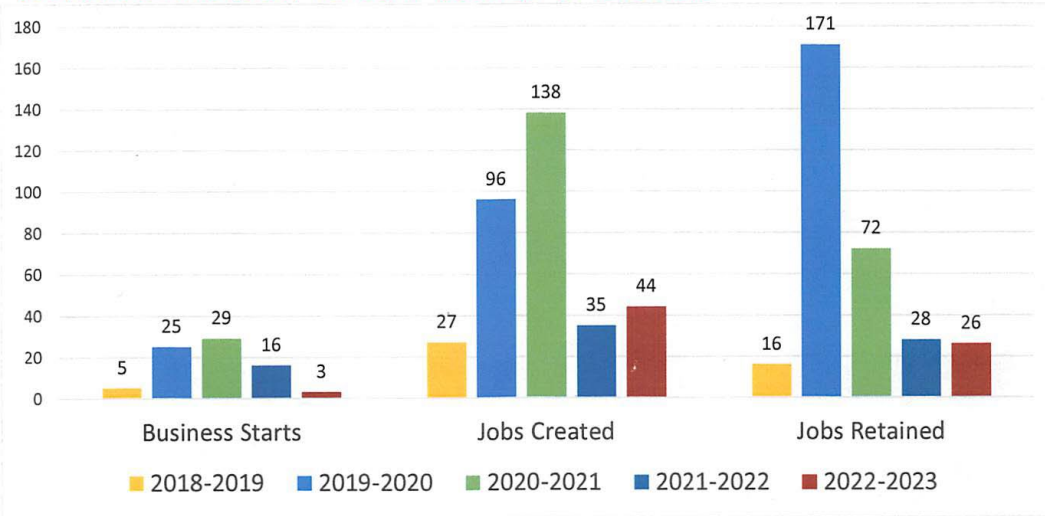
PERFORMANCE METRICS*

*NOTE: FY2022-2023 DATA MAY INCLUDE RESULTS FOR BOTH FEDERAL (CARES ACT) AND STATE (SBC) FUNDS IF LOCALLY APPLICABLE



PAST YEAR TRENDS*

*NOTE: FY2022-2023 DATA MAY INCLUDE RESULTS FOR BOTH FEDERAL (CARES ACT) AND STATE (SBC) FUNDS IF LOCALLY APPLICABLE



Executive Summary

The following is a summary of the efforts of the Small Business Center (SBC), over the past year, in fulfilling the SBC's mission of increasing the success rate and number of viable small businesses through the provision of education and training, and counseling services, within the college's service area.

ECONOMIC IMPACT				
The ultimate goal of an SBC is to create and retain jobs through business startup and expansion.				
Number of Businesses Started FY 2022-2023 <u>3</u>				
Number of Jobs Created FY2022-23	Total	<u>44</u>	Full time	<u>29</u> Part-time <u>15</u>
Number of Jobs Retained FY2022-23	Total	<u>26</u>	Full time	<u>12</u> Part-time <u>14</u>

SBC COUNSELING		
The primary counseling purpose of an SBC is to provide sufficient counseling to assist entrepreneurs and business owners in starting and managing successful businesses.		
Total Distinct Clients FY2022-23	<u>163</u>	Total Counseling Hours FY2022-23 <u>1227.14</u> <small>(Report to 2 decimal places – 235.67)</small>
Average Counseling Time per Client <u>7.53</u> <small>(Report to 2 decimal places – 235.67)</small>		

ENTREPRENEURSHIP EVENTS			
SBC Seminars/Webinars and FTE Entrepreneurship Courses			
The primary educational purpose of an SBC is to provide entrepreneurship training for current and prospective business owners.			
Entrepreneurship Attendees from State-wide Webinars (FY2022-2023) <u>78</u>			
Total Entrepreneurship Events FY2022-23	<u>29</u>	Total Entrepreneurship Attendees FY2022-23	<u>249</u>

Executive Summary Continued

Fiscal Affairs	
Colleges are allocated funds by the NCCCS for the SBC program. Please provide the following information. Instructions for providing this information are found in the Annual Report Instructions document.	
Total funds allocated to the SBC by the NCCCS	\$ <u>236,376.00</u>
Total additional funding provided by the College	\$ <u>0</u>
Total funds available for expenditure on SBC activities	\$ <u>236,376.00</u>
Total actual year end expenditures on SBC activities	\$ <u>192,863.16</u>
Total Funds Reverted or Transferred out of the SBC	\$ <u>43,512.84</u>
Total SBC funds expended on entrepreneurship training	\$ <u>10,575.00</u>

Overall Satisfaction Results

1. Summary of seminar evaluation ratings

<u>499</u>	Excellent
<u>115</u>	Very Good
<u>21</u>	Good
<u>5</u>	Fair
<u>3</u>	Poor

2. Summary of counseling evaluation ratings

<u>3</u>	Excellent
<u>5</u>	Very Good
<u>3</u>	Good
<u>2</u>	Fair
<u>1</u>	Poor

**NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
SMALL BUSINESS CENTER NETWORK
2022-2023 ANNUAL REPORT**

SECTION A: EDUCATIONAL OFFERINGS

SECTION A – PART I: SUMMARY OF EDUCATIONAL OFFERINGS

<u>Entrepreneurship Efforts</u>	
<u>29</u>	A. Total Number of Non-FTE Small Business Center Offerings
<u>249</u>	B. Total Number of Non-FTE Small Business Center Participants
<u>1</u>	C. Total Number of FTE Entrepreneurship Offerings (Part II below)
<u>18</u>	D. Total Number of FTE Entrepreneurship Participants (Part II below)
<u>Other Activities</u>	
<u>0</u>	E. Total Number of Management Related FTE Offerings (Non-Entrepreneurship) (Part III below)
<u>0</u>	F. Total Number of Management Related FTE Participants (Non-Entrepreneurship) (Part III below)
<u>0</u>	G. Total Number of Other FTE Offerings (Part IV below)
<u>0</u>	H. Total Number of Other FTE Participants (Part IV below)
<p>NOTE: SBCs and/or SBC Directors who coordinate FTE or self-supporting classes must attach Colleague or other locally produced listings of classes. Colleges operating on an Exception to the Standard Model need only attach supporting documentation for Entrepreneurship Offerings.</p>	

SECTION A – PART II: (DETAIL) – FTE ENTREPRENEURSHIP OFFERINGS

If applicable, include a Colleague report or provide a listing of all FTE Entrepreneurship offerings including title, number of attendees and length of training in hours. If none, state so.

TITLE	NUMBER OF STUDENTS	NUMBER OF HOURS
REAL ENTREPRENEURSHIP	18	16
TOTALS	18	16

SECTION A – PART III: (DETAIL) – MANAGEMENT RELATED FTE OFFERINGS (NON-ENTREPRENEURSHIP)

If applicable, include a Colleague report or provide a listing of all Management Related FTE offerings including title, number of attendees and length of training in hours. If none, state so.

TITLE	NUMBER OF STUDENTS	NUMBER OF HOURS
NONE		
TOTALS		

SECTION A – PART IV: (DETAIL) – OTHER FTE OFFERINGS THAT DO NOT QUALIFY FOR PART II OR III

If applicable, include a Colleague report or provide a listing of all other FTE offerings that do not qualify to be placed in Part II or III including title, number of attendees and length of training in hours. If none, state so.

TITLE	NUMBER OF STUDENTS	NUMBER OF HOURS
NONE		
TOTALS		

SECTION B: SBCN CMS Reports

1. Include the following Small Business Center Network Client Management System (SBCN CMS) Reports.
 - a. FY22-23 Annual Report – Aged Clients – over 90 days
 - b. FY22-23 Annual Report – Counseling Summary
 - c. FY22-23 Annual Report – Economic Impact
 - d. FY22-23 Annual Report - Verified Seminar Report

Aged Clients > 90 days - By Center ▾

Customers mthagenbuch

Clients Open > 90 Days - By Center

SBCN Annual Report Template - Customers with last counseling activity more than 90 days ago.

Run ▾ **No Records** Jul 18, 2023 04:42:23 PM As k.gebert

Group Clients ▲ Sessions Contact and Prep Hours Sum

Counseling Summary Report - By Center ▾

Sessions mthagenbuch

Set the Decimal Place to 2 digits (1.23) in Excel

SBCN Annual Report Template - Summary of All Counseling by Center

Run ▾ Jul 18, 2023 04:32:33 PM As k.gebert

Group	Customer Count (Distinct)	Session Count	Contact Hours	Prep Hours	C&P Hours ▾
Center: 200 FAYETTEVILLE	163	513	433.80	793.34	1,227.14

Economic Impact Report - By Center ▾

Sessions mthagenbuch

By Center

SBCN Annual Report Template - Economic Impact by Center

Run ▾ Jul 21, 2023 09:13:48 AM As k.gebert

Group	Clients	Start-ups	J/C	J/R
Center: 200 FAYETTEVILLE	18	3	44.00	26.00

Verified Seminar Report ▾

Events **mthagenbuch**

Verified Events Last Fiscal Year

SBCN Annual Report Template - Verified Seminar Report by Center

⚡ Run ▾ ⓘ **Jul 21, 2023 11:14:07 AM** As mthagenbuch

Group ▾	Event Count	Total Attendees	Seat Hours
Center: 200 FAYETTEVILLE	29	249	498.00

SECTION C: SMALL BUSINESS CENTER GOALS – 2023-2024

IMPORTANT: If SBC goals are not equal to or greater than current year actual accomplishments, a statement of why performance is expected to decline must be included in this section.

Seminar Goals (SBCN CMS Based)	
Actual number of SBC seminars – fiscal year 2022-2023	<u>29</u>
GOAL number of SBC seminars – fiscal year 2023-2024	<u>30</u>
Actual number of SBC seminar attendees – fiscal year 2022-2023	<u>249</u>
GOAL number of SBC seminar attendees – fiscal year 2023-2024	<u>250</u>

Counseling Goals (SBCN CMS Based)	
Actual number of clients – fiscal year 2022-2023	<u>163</u>
GOAL number of clients – fiscal year 2023-2024	<u>165</u>
Actual number of counseling hours – fiscal year 2022-2023	<u>1227</u>
GOAL number of counseling hours – fiscal year 2023-2024	<u>800</u>

SBC Directors shall populate the goals section of the SBCN CMS with these figures prior to submitting the Annual Report

IMPORTANT: If SBC goals are not equal to or greater than current year actual accomplishments, a statement of why performance is expected to decline must be included in this section.

Insert Statement Regarding Decreased Goals (if applicable):

The actual number of counseling hours may decrease in the next year. This past year, FTCC received additional funding to support counseling efforts. Due to the uncertainty in additional funding and a new Director, there may be a slight variance with counseling hours.

Also, with a new SBC Director a new process will be used to implement a system to determine earlier in the counseling process which clients are simply exploring options and those that are prepared and have a strong business plan/idea. This will further assist with a focus on quality, exploring the needs within the community to aid in the success of a start-up business and enhance counseling sessions.

SECTION D: OTHER REQUIRED REPORTS/DOCUMENTS**SECTION D: SMALL BUSINESS CENTER BUDGET INFORMATION**

Include the following reports/documents:

1. End of year budget report for the Small Business Center (purpose code 363, WebAdvisor, or similar official local report).
2. Proposed SBC budget for Fiscal Year 2023-2024. If FY 2023-2024 allocations are not available, please use the FY 2022-2023 state allocation amounts to create a proposed budget.

**SECTION E: SUCCESS STORIES
AND OTHER SBCN CENTERS OF EXCELLENCE AWARDS****Section E:**

1. All SBCs are to submit a success story. The success story can be submitted for either category, "most impact" or "overcoming challenges" or both. When submitting, be sure to identify which of the two categories or state "Both" on the Award Category line.
2. This section of the report, Section E, Success Stories and Other SBCN Centers of Excellence Awards, will provide the information and data used to select the Small Business Center/Director winner of the six awards outlined below. Eligibility and submission requirements include:
 - 1) SBC must meet all basic performance criteria as evidenced by the annual report.
 - 2) The SBC Director must be on schedule with credentialing requirements.
 - 3) SBC Director must participate on at least one SBCN committee as a working member.
 - 4) The SBC must not be on probation.
 - 5) The narrative should include the SBC's progress and accomplishments for the reporting year(s) 2021 – 2023 for Rookie of the Year, and 2022-2023 for all other awards.
 - 6) An SBC/Director may apply for more than one award category.
 - 7) Please label all as Section E with the name of the award category, college, and SBC Director at the top of each submission as follows:

SECTION E: SBCN CENTERS OF EXCELLENCE AWARDS

AWARD CATEGORY: Overcoming Challenges

COLLEGE: Fayetteville Technical Community College DIRECTOR: Kent Hill

THE SUBMISSION FOR EACH AWARD IS LIMITED TO TWO PAGES OF NARRATIVE AND TWO PAGES OF ATTACHMENTS THE ENTIRE SECTION SHOULD NOT EXCEED TWENTY PAGES TOTAL.

1. Business Success Story – Most Impact

- a. Intent – To recognize the SBC Director whose direct involvement with a client resulted in a significant economic impact
- b. Criteria –
 - i. Clear description of measurable economic impact such as net new revenue generated, new jobs created, new business/location(s) opened, new tax base, leveraged grant programs, etc.
 - ii. Clear documentation of the contribution made by the SBC Director as the “deal maker”
 - iii. Documentation of the impact and Director’s involvement should include testimonial by the client and can be in the form of an email, letter, picture, media articles, etc.
- c. Process – SBC must include “Business Success Story – Most Impact” narrative and submit as part of the annual report by the deadline. Selection of this recipient is made by an independent committee.

2. Business Success Story – Overcoming Challenges

- a. Intent – To recognize an SBC Director who overcame difficult challenges while working with a client with special needs that resulted in a success story
- b. Criteria –
 - i. Clear description of challenges that had to be overcome such as political, intellectual, economic, personal hardships (poverty, disability, catastrophe, etc.)
 - ii. Clear demonstration of SBC Director’s involvement to overcome obstacles involving unique business issues such as political, intellectual, economic, personal hardships (poverty, disability, catastrophe, etc.), or other situations
 - iii. Documentation of the contribution made by the SBC Director should include testimonial by client and can be in the form of an email, letter, picture, media articles, etc.
- c. Process – SBC must include “Business Success Story – Overcoming Challenges” narrative and submit as part of the annual report by the deadline. Selection of this recipient is made by an independent committee.

3. Rookie of the Year (new directors – 2 years or less)

- a. Intent – To recognize a new SBC Director who has been with the SBCN for two years or less for outstanding performance in the job
- b. Criteria –
 - i. An SBC Director will be considered a rookie if they have been a full-time SBC Director for not more than two years - For example, for the year 2022-2023 SBCN Annual Report, an SBC Director shall be considered a rookie if they were in place no earlier than July 1, 2020 (date of hire) and no later than June 30, 2022

- ii. Growth in their SBC – can be, but is not limited to, YTY growth in SBCN performance funding factors
- iii. Demonstrate success in a “turn-around” situation, i.e. took a low performing SBC and made significant improvements
- c. Process – SBC must include “Rookie of the Year” narrative and submit as part of the annual report by the deadline. Selection of this recipient is made by an independent committee.

4. Innovation Award - Programs/Seminars

- a. Intent – To recognize the SBC Director/Staff that has shown innovation related to delivering programs, seminars, workshops, summits, in a new way which resulted in growth and/or increased public awareness of the SBC and its purpose
- b. Criteria – Any such innovation must fall within current SBCN Guidelines. Innovation will be judged based on, but is not limited to, the following:
 - i. Clearly demonstrates innovation in the area of workshops, seminars, summits, delivery in a new way (online/on-demand), serving new markets/target audiences (such as veterans, unemployed, underemployed, women entrepreneurs) and/or creative packaging/branding of programs - Could also include creative and effective use of social media
 - ii. Results-oriented workshops/seminars/summits – demonstrated by SBCN measurable outcomes
 - iii. The extent to which this program(s) was developed in response to a specific need of the community
 - iv. Applicability for other SBCs, i.e., how easily other SBCs may be able to duplicate this program for their service area
- c. Process – SBC must include “Innovation Award – Programs/Seminars” narrative and submit as part of the annual report by the deadline. Selection of this recipient is made by an independent committee.

5. Innovation Award – Services/Collaboration

- a. Intent – To recognize the SBC Director/Staff that has shown innovation related to counseling, new services, partnerships and collaborations
- b. Criteria – Any such innovation must fall within current SBCN Guidelines - Innovation will be judged on, but is not limited to, the following:
 - i. Clearly demonstrates innovation in the area of counseling
 - ii. Unique, collaborative program(s) with other organizations to improve counseling delivery, results, and impact, i.e., teaming with attorneys, accountants, bankers, etc., for a one-day event
 - iii. Results-oriented counseling and collaboration – demonstrated by SBCN measurable outcomes
 - iv. The extent to which this program(s) was developed in response to a specific need of the community
 - v. Applicability for other SBCs, i.e. how easily other SBCs may be able to duplicate this program for their area
- c. Process – SBC must include “Innovation Award – Services/Collaboration” narrative and submit as part of the annual report by the deadline. Selection of this recipient is made by an independent committee.

6. State SBC Director Award

- a. Intent - To recognize the SBC Director who has provided significant support, time and service at the state level over and above his/her job description
- b. Criteria –

- i. SBC Director's direct actions in assisting others in the NC SBCN resulted in skills/program growth, increased effectiveness, improvement of processes, public awareness, professional support and/or development of the state-wide SBCN, etc.
- ii. Significant contribution was made in the fiscal reporting year that coincides with the annual report in which it is submitted
- c. Process – A Director may nominate themselves for this award, and/or an SBC Director may nominate another SBC Director they feel is worthy of this award. Applicant or others must write "State SBC Director Award" narrative/application and submit as part of the annual report by the annual report deadline. Selection of this award recipient is made by the State Director.

SECTION E: SBCN CENTERS OF EXCELLENCE AWARDS

AWARD CATEGORY: Overcoming Challenges

COLLEGE: Fayetteville Technical Community College

DIRECTOR: Kent Hill

5&1 Cleaning Solutions LLC

This is not a success story about a client that builds a huge enterprise and strikes it rich. It's a lesson, and impressive example, about how goals can be achieved, no matter what your situation might be, if you focus, learn and persevere. It's a classic All-American, Horatio Alger, rags to riches story where the heroines start with nothing and work hard to build their futures.

Four years ago, the five Mitchell sisters fled a toxic home life with no drivers' licenses, no cell phones and only the little bit of money they had scraped together. This was their third, and ultimately successful, escape attempt. In their desperate situation, the Mitchell sisters did 'whatever it took' to survive independently... they sold plasma and took on different jobs to make ends meet such as working as machine operators on an assembly line; removing fecal matter and dead birds in the sweltering attics of the soldier barracks on Fort Bragg; worked as security guards and at several cleaning companies.

When the last cleaning company routinely underpaid the Mitchell sisters they decided that a cleaning business was something they could do on their own since they already had experience within this industry. By acknowledging this, it sparked and fueled their passion for entrepreneurship and owning a business. Owning their own business was always a goal of the Mitchell sisters and they realized now was the time to start.

Because several of the sisters had attended Bladen CC earlier, they reached out to Fayetteville Tech for assistance.

During the afternoon of September 6, 2021, the Fayetteville Tech Coordinator of Career Development called Kent Hill, the SBC Director, and asked, "I've got five sisters over here that want to start a business. Do you want me to send them over?"

That call launched an exceptional client/counselor relationship.

Since that first meeting years ago, the Mitchell sisters started from 'ground zero' and carefully built a company, 5&1 Cleaning Solutions, LLC, that now supports all five sisters.

It was clear from the first counseling session that the Mitchell sisters were exceptional young ladies and in a league of their own. Their commitment and perseverance underscored their drive. They have

always been very forthright, professional and thoughtful in their many interactions with the FTCC SBC, and meticulous in doing their 'homework'... and they did it all with smiles.

During their collaboration with FTCC, the Mitchell sisters have worked with seven specialist Business Counselors, thanks to the extra funding the FTCC SBC received. All total, the FTCC SBC team and Mitchell sisters have met for more than 86 hours and the SBC team has invested an additional 107 hours assisting them. Throughout the process, the Mitchell sisters have worked diligently, hand-in-hand with their SBC Counselors to build their business to be solid, ethical and enduring. Not an easy feat when you are working hard just to get by.

Some of the milestones they have achieved with their counselors include:

- Crafting a business plan
- Naming the business
- Registering the business as a NC LLC
- Setting up their EIN, NCDOR account, etc.
- Opening a bank account
- Setting up wireless debit/credit card readers
- Securing the necessary liability insurance and bonding
- Creating a brand identity
- Developing a basic suite of marketing platforms... website (<https://www.5and1clean.com/>), social media (<https://www.facebook.com/profile.php?id=100085427561926>), and printed materials.
- Refining their sales presentation
- Investing in disinfection equipment to offer sanitizing services
- Bidding on their first commercial job (which they unfortunately didn't win)
- Setting up their financials in Quickbooks
- Creating custom uniforms that resemble medical 'scrubs' and not the typical cleaning company uniforms



SBC

It has not been easy. One of the difficulties the Mitchell sisters faced was getting their new company up and running, and simultaneously generating enough income to support them. The sisters were hampered by the low pay of their employer at that time, but they cut personal living expenses and carefully saved a surprisingly large proportion of their income. Along the way, the sisters faced many disappointments and challenges, but they always regrouped and moved forward. In the beginning of 2023, the Mitchell sisters were finally able to resign from their job to devote their full-time efforts to 5&1.

Initially, business for 5&1 was a bit slow, with only a handful of clients, but the five sisters are charming, polite, dependable, responsible, efficient, and positive. They are very well organized and attack a cleaning job with the orchestrated teamwork of a Navy SEAL team on a mission. Word quickly spread and the business grew rapidly.

Early on, the Mitchell sisters made it clear that the cleaning company was a stepping stone to other goals. They will continue with 5&1 when they begin attending FTCC in 2024, and plan to sell the business in the later future to pursue their careers and other ventures.

What will the Mitchell sisters' study to launch their individual careers?

- Esthetician
- Holistic Nurse
- Cyber Security Analyst

- Mental Health Counselor
- Auto Mechanics and Welding

The big “why?” that drives them stems from their personal struggles and experiences. Their ultimate goal is to provide services to address the many issues that are prevalent in the community. In particular, they want to provide a refuge and support for individuals and families dealing with domestic violence and homelessness.

One day, they plan to write books and share their story to give hope and guidance to people enduring traumatic experiences and hardships.

Amanda reflected that “To some people, looking from the outside, it may seem as though what we have accomplished isn’t much. They might feel differently if they knew all of the obstacles we had to overcome and what it took just to achieve what we’ve accomplished so far.”

Whatever paths they might follow, or trails they might blaze, the Mitchell sisters’ integrity, practical intelligence, work ethic and focus will ensure their success. During the two years of collaboration with the SBC, these five young ladies earned the affectionate nickname of “TAMS”... “The Amazing Mitchell Sisters”.

After all their hard work and sacrifices, Felicia said, “We are immensely humble and grateful for where God has brought us and acknowledge the fact that without God’s grace and mercy, we would not have had the courage to take such huge steps to escape our situation and build a new life from scratch for ourselves. So, to God, we give Him all the praise, honor and glory!”

Pictures of children on this page redacted due to not having signed release.

Pictures of children on this page redacted due to not having signed release.

SECTION F: COLLEGE SUBMISSION

I have reviewed the Fiscal Year 2022-2023 Annual Report for the Small Business Center and attest that the information contained herein is an accurate reflection of the activities of the SBC Director and use of the SBC Funds.

Small Business Center Director

Printed Name Kent Hill

Signature and Date _____

Community College President

Printed Name Dr. Mark Sorrells

Signature and Date Mark Sorrells 8/2/2023

Public Accountability for College Programs and Services

The following metrics illustrate the College's progress in public accountability and transparency for our programs and services.

North Carolina Community College System (NCCCS) Performance Measures for Student Success

- FTCC utilizes the North Carolina Community College System's Performance Measures for Student Success to comply with public accountability obligations related to programs and services offered at the College. A summary of those performance measure goals and actual outcomes for the College, compared to the other 57 NC Community Colleges, can be viewed at the link below.

<https://www.nccommunitycolleges.edu/analytics/published-reports>

NCCCS Analytics Dashboard

- FTCC uses the NCCCS public dashboards to explore and interact with NCCCS data by theme. The dashboards are designed to help colleges access the data and information needed to facilitate institutional effectiveness and program improvement. Dashboards include system and college-level data views, disaggregation, historical trends, and peer comparisons.

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

NCCCS Transfer Students to UNC System Dashboard

- FTCC analyzes these public dashboards to identify North Carolina Community College System (NCCCS) students, by community college, who transfer to universities within the University of North Carolina System (UNC) by academic term. Data is refreshed each January by the University of North Carolina – General Administration and may be subject to change. Comparisons are made regarding degree or non-degree completions, by community college, before transferring to their respective university within the UNC System.

<https://www.northcarolina.edu/impact/stats-data-reports/interactive-data-dashboards/>

Higher Education Act Compliance and Reporting

- FTCC reports and publicly discloses the following with recognition for early submission and high quality of the reported data:
 - **Campus Safety and Security Survey:** Provides rapid customized reports for public inquiries relating to campus crime and fire data.

<https://www.faytechcc.edu/campus-offices-public-safety-security/>

- **Equity in Athletics Survey (EADA):** Informs prospective students of the College's commitment to providing equitable athletic opportunities for its men and women students

<https://www2.faytechcc.edu/IEADocs/2023-EADA-Survey.pdf>

- **Integrated Postsecondary Education Data Systems (IPEDS):** Fall, Winter, and Spring surveys

<https://www2.faytechcc.edu/IEADocs/FTCC-DFR-2023.pdf>

Net Price Calculator: The Net Price Calculator is intended to provide estimated net price information defined as the estimated cost of attendance - including tuition and required fees, books and supplies, room and board (meals), and other related expenses - minus estimated grant and scholarship aid to current and prospective students and their families based on what similar students paid in a previous year.

<http://www2.faytechcc.edu/npcalc/npcalc.htm>

- **Associated Surveys and Reports:** FTCC participates in a wide variety of surveys conducted by external organizations or agencies. The reported data is ultimately released to the public by those private organizations. The College ensures common data is reported to the various private sector public release agencies assuring consistency of the data across media outlets.
 - Association of College & Research Libraries Survey (ACRL)
 - Campus Safety and Security Survey
 - Annual Survey of Colleges & Universities (College Board)
 - Lightcast® Economic Impact Study
 - Equity in Athletics Survey
 - *Military Times*® “Best for Vets” Survey
 - North Carolina Higher Education Data Survey (NCHED): A-3 Tuition & Fees; A-10 Student Financial Aid Summary
 - VIQTOY® Media “Military Friendly Schools” Survey
 - Peterson’s Annual Survey of Undergraduate Students
 - Peterson’s Annual Survey of Undergraduate Financial Aid
 - SACSCOC Institutional Profile for General Information and Enrollment.
 - SACSCOC Institutional Profile for Financial Information.
 - Additional information may be viewed on the Institutional Effectiveness website at:
<https://www.faytechcc.edu/campus-offices/institutional-effectiveness/>

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Financial Support from NC General Assembly Compliance

Under North Carolina General Statute (NCGS) 115D-31.3(b1), updated July 1, 2015, “A local community college may use all State funds allocated to it, except for Literacy funds and Customized Training funds, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. The State Board of Community Colleges may authorize a local community college to use up to twenty percent (20%) of the State Literacy funds allocated to it to provide employability skills, job-specific occupational and technical skills, and developmental education instruction to students concurrently enrolled in an eligible community college literacy course. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs.”

FTCC has not transferred funds from state categorical sources.

Source: FTCC Director of Budgets & Grants, February 12, 2024

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Academic and Support Services Metrics

- I. **Services Defined:** The College provides many services beyond providing quality academic instruction to our students. All College planning units provide support to internal and external customers and recognize this support is expected to be at a world-class level. Accordingly, FTCC does not limit internal assessment to measuring instruction provided by our academic units. Administrative support-service units assess their internal processes by creating assessment plans incorporating a variety of metrics to evaluate the quality levels of their service and support to students, faculty, staff, and the community.
- II. **Assessment Plans:** All units of the College, both academic and non-academic, develop comprehensive assessment plans designed to measure performance outcomes. Each assessment plan includes the following:
 - Jointly agreed upon key performance indicators (KPIs) recommended by the department employees that incorporate Strategic Plan goals as well.
 - Design and implementation of rubrics/metrics that are used to collect measurable performance data throughout the assessment cycle.
 - Collaborative review, analysis, and discussions, after the data is collected to create future quality improvement action plans and proposals for the upcoming year's Strategic Plan goals.
 - Development of budget decision packages to support action plan implementation if the department's budget does not already include those financial resources.
 - Analyses of assessment outcomes and creation of action plans that are incorporated into the next planning cycle.
- III. **Program Reviews:** Academic programs conduct internal program reviews to measure the success of their academic instruction, specific student learning outcomes, and the level of quality in other support provided by their department. These program reviews include trend analyses, covering at least three years, for comparative analysis of possible improvements in the department. The program review results are reviewed by the supervisory chain and shared with all members of the department to ensure transparency of data and inter-departmental collaboration for quality enhancement opportunities. Program supervisors also present findings to the Chief Academic Officer.
- IV. **Institutional Level Surveys and Evaluations:** The College uses a wide variety of surveys and evaluations to measure the quality of service support provided by institution departments. The following performance measure surveys are released, tabulated, and analyzed on an annual basis:
 - Current Student Survey
 - Support Services Survey
 - Employer Survey
 - Graduate Survey
 - Job Placement Report
 - Instructor/Course Evaluations
 - Ad hoc surveys prepared and released upon request (i.e. Advisory Committee Surveys, Professional Development Surveys, etc.)
- V. **Comparative Analyses Reviews:** The College regularly measures FTCC's outcome performance against the reported performance of colleges with comparable size, demographics, and program offerings. These comparative studies include, but are not limited to the:
 - Association of College & Research Libraries Survey (ACRL)
 - Campus Safety and Security Survey
 - Annual Survey of Colleges and Universities (College Board)
 - Lightcast® Economic Impact Study
 - *Military Times*® "Best for Vets" Survey

- VIQ TORY® Media “Military Friendly Schools” Survey
- Peterson’s Annual Survey of Undergraduate Students
- Peterson’s Annual Survey of Undergraduate Financial Aid
- Equity in Athletics Survey (EADA)

VI. Performance Measures for Student Success: The North Carolina Community College System (NCCCS) releases this report annually to all 58 community colleges. The report has been released for more than twenty years, allowing colleges to conduct comparative trend analysis for any year since the report was created. The current report provides an overview analysis of all 58 NCCCS college’s performance levels in the following areas:

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Completion Rate
- Licensure and Certification Passing Rate
- College Transfer Performance

VII. Institutional Effectiveness Planning Cycle: The College’s annual planning cycle enables ongoing planning and evaluation throughout the year. (See next page)

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Institutional Effectiveness Planning Cycle



Conclusion

The College uses multiple resources to ensure an ongoing, institutional, transparent reporting and planning process in accordance with the North Carolina General Assembly (NCGA), North Carolina State Board of Community Colleges (NCSBCC), North Carolina Community College System (NCCCS), Southern Association of College and Schools Commission on Colleges (SACSCOC), and other licensing agencies. The collected data is analyzed, discussed, and collaboratively reviewed across the College to ensure that continuous quality enhancements are implemented. Comparative analyses of our performance against other colleges of similar size, scope, and target markets provide opportunities for benchmark improvements. Faculty, staff, administration, students, and the Board of Trustees are equally engaged in the College's culture of continuous quality improvement. The College's planning process culminates in action plans for continuous improvement activities from the President's Office to offices engaged in direct student support.

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